PROVISIONAL PERSPECTIVE ON THE SELF

WITH A SUMMARY OF PERTINENT

RESEARCH, 1959-1969

Dissertation

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By

Donald Merle Uhlenberg, B.S.

The Ohio State University
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Approved by

[Signature]
Adviser
College of Education
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VITA

January 10, 1931 ..... Born, Waterloo, Iowa
1948 ......................... Graduated, Sauk Centre High School, Minnesota
1948-1952 .................... Instructor, USAF Aviation Mechanic School
1952-1957 .................... University of Minnesota, B.S. Degree Elementary Education
1957-1960 .................... Teacher, 5th grade, Minneapolis Public Schools
1960-1966 .................... Director, University of Minnesota School of Aviation, Minneapolis, Minnesota
1966-1968 .................... Assistant Director, Safety and Training, Aircraft Owners and Pilots Association, Washington, D.C.
1968-1971 .................... Teaching and Research Associate, College of Education, The Ohio State University, Columbus, Ohio

PUBLICATIONS


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CHAPTER I

INTRODUCTION AND METHODOLOGY

BACKGROUND

In the last forty years and after a long period of neglect, self-concept theory has resumed its place as an important hypothetical construct among those who attempt to deal with the why of man's behavior. Psychologists, psychotherapists, counselors, sociologists, social workers, educators, nurses and a host of others who work in professions that attempt to help others have come to adopt self-concept theory as a realistic and viable framework for understanding human behavior and for helping individuals to become more adequate, efficient, and effective human beings. The popularity of the self as a psychological construct is manifested in the increased number of contemporary writings on self-concept theory that are appearing in textbooks, periodicals, and journals. As a result, terms such as self-esteem, self-regard, self-evaluation, self-acceptance, self-perception, self-image, and self-understanding are finding their way into the vocabularies of more and more professionals and laymen alike.

HISTORY OF SELF-CONCEPT THEORY

Even though wide acceptance of self-concept theory is a recent phenomenon, the notion of self as a psychological construct is not.
Early in the history of American psychology, a number of writers showed interest in the self. In his book *Principles of Psychology*, written in 1890, William James (769) devoted the longest chapter to the topic of self. Many consider his writings to be the basis upon which much contemporary theorizing about self-concept is derived.

During the early part of this century, psychological thinking was dominated by the functionalists and behaviorists and little attention was given to 'self as a construct. But in the thirties, self was reintroduced in the writings of theorists such as Mead (779). During the forties and fifties there was a proliferation of self theories which have become the foundations for current interest and investigation. Maslow (777), Lecky (775), Allport (757), Rogers (782), and Combs and Snygg (763) stand out as perhaps the most influential self theorists of this period. Today many writers ascribe a key role to self-concept as a factor in the integration of personality, in the motivation of behavior, and in the achievement of mental health.

Gale (765) has written, "Thus, all of the theories of personality that have been proposed within the last two decades assign significance to a phenomenal (conscious) and/or nonphenomenal (unconscious) self-concept with cognitive and motivational attributes."

Not everyone, of course, is attracted to self-concept theory. There has been extensive and severe criticism from theorists, practitioners, and researchers alike. Behavioral psychologists are especially critical, finding it too philosophical and mystical for rigid scientific investigation and experimentation. Even persons active in self-concept research have been far from satisfied with the results
obtained so far. In 1961 Wylie (791) published a book that critically surveyed the research literature and reported the field to be in a state of turmoil. In her concluding chapter she states:

On the whole, we have found that there are enough positive trends to be tantalizing. On the other hand, there is a good deal of ambiguity in the results, considerable apparent contradiction among the findings of various studies, and a tendency for different methods to produce different results. In short, the total accumulation of substantive findings is disappointing, especially in proportion to the great amount of effort which obviously has been expended.

In spite of this less than optimistic report, research has continued at a fast rate, resulting in an ever increasing number of doctoral dissertations, research reports, and longitudinal studies related to self-concept theory.

PURPOSE

The increase in the number of research articles and reports generates several important problems. One concerns making the results of research easily available and the other deals with synthesizing or "making sense" out of the data. Research time and money can only be justified if the results of the research efforts contribute knowledge that is effective in helping men live fuller and more satisfying lives. Unfortunately, a good deal of research ends with the professional journal in which it is published. Quite often, the greatest utility of research is to supply background for others, researchers and graduate students, who are doing similar kinds of research. Research data, in order to help men behave according to the best information available, must be easily obtainable in a form
easily understood by the practitioner and even the layman.

The purpose of this paper is to attempt to deal with these problems by making available an annotated bibliography and summary of 758 research studies pertaining to self-concept theory, reported during the period 1959 to 1969, and to integrate these studies into a theoretical framework for the application of self to a model of human behavior.

**Organization of the Paper**

Chapter II presents a model of behavior based on self theory from the writings of early and contemporary theorists, results of research studies conducted prior to 1959 as summarized by Wylie (791), and the results of 758 studies conducted between 1959 and 1969 as annotated and summarized in this paper.

Chapter III consists of a summary of the 758 studies presented in the annotated bibliography. These studies are arbitrarily categorized according to areas thought to be of value to those seeking broad information regarding the general nature of the results of research in self-concept and serve as a kind of retrieval system for those who want to pursue research in special fields of interest.

Chapter IV contains an annotated bibliography of the 758 studies conducted during the period 1959 to 1969.

The reading bibliography, which follows Chapter IV, is numbered 759 through 791 to maintain continuity with the annotated bibliography which numbers 1 through 758.
The procedural stages in writing this paper were essentially the reverse of the way they are presented. The first step was to construct the annotated bibliography, the second was to summarize the studies, and the third was to write the theoretical model of behavior.

Annotated Bibliography

Rationale

In a book entitled Self-Concept, Wylie (791) presents a comprehensive and scholarly analysis of research conducted in the area of self-concept prior to 1959. Consequently, it was felt that the most valuable contribution could be made by including only those studies reported after 1959 so as to supplement those reported by Wylie. Data collection was terminated in 1969 and research reported after that time is not included in the annotated bibliography.

Location and Collection of the Studies

Studies included in this paper were located primarily through the use of Psychological Abstracts, The Educational Index, and Dissertation Abstracts. Using the indexes of each of these aids, initial consideration was based solely on whether the title contained the word "self." While this procedure understandably disqualified many worthwhile and important studies, the nature of the task made some kind of selection criteria necessary. Those articles containing the word "self" were then further pursued and if, after reading, the article at least appeared to derive its inspiration from self-concept theory, it was either xeroxed or the essentials of the study were hand copied. Some additional studies were located from references in
other studies.

All xeroxed or written copies were filed in a notebook and a careful bookkeeping system was established to prevent duplication.

Many studies considered to be potentially acceptable were never located either because the specific journals could not be found or because the journals were not a part of the library system. Time limits further restricted the collection of studies so that the 758 studies by no means represent the total research reported during the 1959-1969 period.

The studies in this paper represent a cross section of fields in the behavioral sciences. Although the majority are psychology-oriented, they include research in such diverse areas as home economics, juvenile delinquency, gerontology, and farming.

Abstraction of the Studies

After the final selection was made, each study was abstracted. The annotated bibliography of 758 studies was the result.

Summary of the Studies

The results of each of the 758 studies were written on a 3 by 5 card, sorted into categories, and combined as a general summary. Categories were arbitrarily chosen to give interested persons an opportunity to see at a glance what studies have been conducted in different areas as well as to present a brief summary regarding the results of the studies. Some studies, because they revealed a number of findings, appear in two or more categories.
Provisional Perspective on the Self

Chapter II attempts to incorporate recent research findings as well as previous writings on the self into a theoretical framework of human behavior. References were used when it was thought that the reader would be interested in pursuing the basis for certain statements or propositions. Much of the chapter, however, is the result of a broader fusion of a number of thoughts, ideas, theories, and research findings and cannot be directly traced to a single source or even group of sources.
CHAPTER II

PROVISIONAL PERSPECTIVE ON THE SELF

INTRODUCTION

One of the outstanding characteristics of man, differentiating him from all other animals, is the vast number of options open to him for interacting with his environment. All animals, of course, must behave in terms of the immediate environmental circumstances, but only man has the capacity to formulate future goals that create multiple choices for behavior. Since each person must engage in some form of behavior at all times, even if it is only to sit and think, and since each person can engage in only one set of behaviors at any given time, some selection process is necessary that systematically allows the person to sort through the various perceived possibilities and to arrive at a single course of action.

It is the thesis of this paper that human behavior is primarily the result of a complex cognitive process of constructing possible behavior patterns in the form of goals and subgoals, which then serve as guides for the creation and selection of specific behaviors as the circumstances of the future become more and more predictable. Furthermore, it is proposed that the formulation of behavioral alternatives and the choosing among them are cognitive processes utilizing the person's perceptions of self and his environment as data and that the criteria by which the choices are made are the hypothesized con-
sequences of his acts and the resulting implications for raising or maintaining the person's self-esteem.

A view of human behavior which casts man in the role of chooser and decision maker requires, for understanding a person's actions, some insight into the nature of his perceived alternatives as well as the goal and values upon which he bases his choices. The motivational question then becomes, not one of asking, "Why did he do that?" or even "Why did he choose to do that?" but rather, "Why did he choose to do that rather than some other perceived alternative course of action?"

SELF-ACTUALIZATION: MAN'S BASIC GOAL

To understand human behavior, then, one must go beyond the external objects and events that appear to precede or accompany what a person does and attempt to discover what the person is trying to accomplish through his actions. It is the position of this paper that all behavior is both caused and purposeful and that all human beings share a single goal in life—self-actualization. Inspiration for this position is derived from the writings of Maslow (777,778), Kelly (772), Horney (767, 768), James (769), Snygg and Combs (763), Allport (759), Sullivan (787), Angyal (760), and Rogers (782). These authors view man not as a passive organism who merely responds to an assorted variety of stimuli and who must wait for something to happen outside before he, the inside, can take any action, but as a purposeful and active being capable of initiating thought and behavior that influences and directs, to a great extent, his own destiny.
As a purposeful striver, man is continually seeking means of satisfying various goals, the satisfaction of which leads toward the ultimate goal of self-actualization. This basic need for self-actualization is sometimes referred to as the need for self-fulfillment, for being fully functional, or for being adequate. Each term describes what it is that each person is striving for—to become whatever he can become, to fulfill his potentiality, to actualize his capacities.

Self-actualization, however, is not a static state one reaches but is rather a process of becoming. A person who is self-actualized has not achieved, he is achieving; has not become, he is becoming; has not arrived, he is arriving. Self-actualization, like life itself, is dynamic, an ongoing process that might be compared to a waterfall, which must be viewed while it is in the process of happening. Self-actualization also refers to movement in the direction of increasing self-government, self-regulation, and autonomy (760). Sullivan states that the basic direction of people is "forward" (787) and Horney, describing this force in therapy, asserts, "The ultimate driving force is the person's unrelenting will to come to grips with himself, a wish to grow and to leave nothing untouched that prevents growth" (767).

Self-Esteem as the Indicator of Self-Actualization

But what motivates man to behave in ways that lead to self-actualization? And how does he know when it is occurring? The motivating force behind human behavior is not cognitive in nature. Rather, people behave in certain ways because they believe that their actions will lead toward feeling states that are satisfying and fulfilling.
The process of self-actualization is revealed not through rational, logical thought processes, but through one's feelings about himself. These feelings are known collectively as self-esteem. When one is actualizing his potential, he experiences positive feelings toward himself in the form of high self-esteem. The absence of self-actualization results in negative feelings toward oneself or low self-esteem. Because feelings about the self are the most powerful of all affective reactions, the primary goal becomes the acquisition and maintenance of a high level of self-esteem. The constant striving to behave in ways that lead toward high self-esteem insures man's quest for self-actualization.

The subjective experience of self-esteem is not always easy to describe. In spite of increased interest in self-esteem as a useful way of looking at man's behavior, there is no unanimous agreement among writers, researchers, and theorists as to just what it is, how it is acquired, or how it is to be measured. Self-esteem might best be viewed as an overall or global evaluation each person has of himself as a person. It is a subjective judgment each person makes after considering all his positive and negative attributes weighted according to his own system of values. Self-esteem may be considered as an attitude that one forms and maintains toward himself and that carries affective loadings and suggests self-approval or disapproval. A person's level of self-esteem is an indication of the extent to which he considers himself capable, significant, and worthy.
Self-Esteem as Acquired Through Behavior

It might seem that since high self-esteem is such a desirable goal, man would simply adopt more positive attitudes toward himself and raise his self-esteem through his own sheer effort. Man, however, does not have direct access to his feelings. The way a person feels about himself is an affective reaction to consequences of his behavior. How a person acts creates certain responses from the environment which in turn exert influence on the perceptions and feelings of the behavior. The most important responses in terms of the implications for the person’s self-esteem are those from other human beings. Favorable responses in the form of love, acceptance, warmth, and understanding are more likely to bring about feelings of high self-esteem than are negative ones such as hate, ridicule, and rejection. Therefore, to promote personal feelings of high self-esteem, each person must attempt to behave in ways that will bring about positive responses from his environment. But just what should those behaviors be? Upon what shall he base his decisions for action? How can he predict whether his behaviors will bring about the kind of responses that will enhance his self-esteem?

A SYSTEM FOR FACILITATING BEHAVIORAL CHOICES

Man cannot afford to wait until the instant of action to make decisions about the kinds of behavior he should adopt. To do so would require that he perceive the present environmental circumstances and all their implications for his well-being, sort through his vast storehouse of knowledge of self and environment, construct possible
alternatives, and then choose those that he believes would be most likely to influence his self-esteem in positive directions— all in an instant. Man simply is incapable of processing so much data in such a short period of time.

Of course, some behaviors occur in direct response to environmental stimuli, bypassing the decision-making process. Certain reflex actions such as eye blinking and withdrawal from fire are necessary to protect one's physical being since time is of the essence when danger is imminent. Other behaviors such as habits, while appearing to be reflexive in nature, are still actions chosen by the person. While one may not be able to keep his leg from moving when his knee is tapped with a hammer, even a heavy chain smoker can refrain from smoking for hours if there happen to be gas fumes from a leaking pipe in an area in which he is confined. Most of man's behaviors are the result of deliberate choice making but the decisions must be made prior to the time when it is necessary to act.

Man, the Planner

While man lives in the present, he must also plan for the future. To be effective in his interactions with his environment, he must be prepared to confront the future armed with a program of behaviors that have been selected as the result of a logical and rational process of considering and choosing between possible alternatives. He must somehow systematically sort through an almost endless number of behavioral combinations and, through elimination and selection, determine the behaviors he believes will be the most appropriate for the conditions he believes will be encountered in the future.
To guide him in the process of creating and choosing alternative behaviors, each person establishes and maintains a system of goals and subgoals which he believes, if achieved, will lead to the ultimate aim of a higher level of self-esteem. The kinds of goals men adopt are as varied and unique as man himself. Some seek higher self-esteem through politics while others become lawyers or dentists. Others choose to collect stamps, sail around the world alone, or have the best groomed lawn on the block. Some decide to live a life of leisure and others turn to criminal activities. Whatever the goals one chooses, they are always for the purpose of providing a framework for the adoption of future behaviors that will be successful in the pursuit of self-esteem.

But planning future behaviors is a difficult and sometimes risky business. Since behaviors are interactions between a person and his environment, planned behaviors must be planned interactions between a person and his environment. To plan such future interactions requires that the person make some predictions regarding the future nature of himself and the environment as well as possible relationships between the two. In other words, he must be able to forecast the future with some reasonable degree of accuracy.

The precision with which he can predict future events determines the preciseness of his planned behaviors. When the future appears vague, fuzzy, and uncertain, the person can make only vague, fuzzy, and uncertain plans. As the future becomes more clear and definable, his plans become more exact and certain. Actually, no one can ever know for sure just what is going to occur in his life until the instant
in which he must act. Therefore, future plans must always consist of generalized behavior patterns rather than specific actions.

*A Framework for Behavioral Choice*

Planning for the future, then, involves not only a structure of goals and subgoals but also a system of planned behaviors which serves as a means for the attainment of the goals. Since one cannot plan accurately unless one can have confidence in his forecast of the future, events considered likely to occur next year will generally be less clear and will require a much broader and generalized pattern of behaviors than those that are likely to happen tomorrow. To maintain maximum flexibility in the selection of alternatives, the number of choices varies with the predictability of the future. As the future draws nearer, the prediction becomes more clear and refined, resulting in an ongoing process of selection and elimination of behaviors until only one remains at the instant of action.

Figure 1 represents this relationship between behavior patterns, time, and options open for behavior in the pursuit of life's goals. Behavior patterns are represented by the letters A, B, C, D, and E, with E the most distant in time from the present. The number of behavioral alternatives in any behavior pattern is represented by the distance between the two coordinates on the vertical line associated with each behavior pattern. Thus, the pattern of behaviors represented by E is the furthest from the present and contains the greatest number of options open (represented by \(E_1, E_2\)). The behavioral alternatives for behavior pattern C, which represents a point in time that is closer, are fewer in number, as indicated by \(C_1, C_2\). At point A (the present),
all options for behavioral choice have been reduced to one.

Although goals and behavior patterns are established in advance, specific behaviors cannot be determined until the person is certain of the nature of the circumstances at the present. Through the process just described, each person arrives at each situation with all but one behavior eliminated, thereby increasing the chances for appropriate behavior. If a person is inaccurate in his predictions of the future circumstances, he may be unprepared to cope with the present as he encounters it. In such cases he may attempt to react in ways that most closely approximate those which he had expected to use or he may, if time permits, choose a more appropriate behavior based on past experience. If he cannot come up with some form of action in time, he may simply do nothing. The term "scared stiff" is applicable to such circumstances.

Much of man's planning and behavior are designed to improve his chances for effective behavior by manipulating the elements in his environment so as to make the future more predictable. He may attempt to influence others to behave in ways that fit into his future plans or he may seek out experiences that are in harmony with his plans and goals and avoid those that are not. To be able to predict the future and meet it with appropriate behaviors becomes a most vital task if one is to fulfill his established aims and goals.

THE PHENOMENAL FIELD AS A SOURCE OF DATA FOR CONSTRUCTING ALTERNATIVES

Behavior results from the process of constructing alternatives and then of selecting those considered most appropriate in terms of
Fig. 1.—Relationship between time, behavior pattern level and number of behavioral alternatives

Behavior pattern level represented by letters A, B, C, D, E.
established goals. This process is cognitive in nature and involves numerous mental activities such as sorting, comparing, constructing, conceptualizing, evaluating, and choosing. The data for such activities are supplied by what is known as the person's "phenomenal field."

Each person exists in a world of experience in which he is in the center. This world of the individual is his construction of what he believes to be true about all he experiences (762). A totally private world created by each person through his experience, it is perceived and conceptualized so as to have form, structure, organization, and meaning. Because each person is obliged to do something as long as he is alive—to make decisions, to perform in his environment—he must somehow make sense out of all he perceives so as to have a stable base from which to make behavioral decisions. Consequently, he imposes meaning and structure upon his perceptions so as to construct the most logical and stable world possible. This private world may be referred to as the person's phenomenal field (763). This phenomenal field is not open to public scrutiny. Some parts of his world may be divulged through a person's verbal statements or inferred by others from his behavior, but it is essentially a world that can never be known to others in the same way as it is known to the person himself.

Not all of a person's phenomenal field is available to consciousness at any given instant. Some parts may exist at an unconscious level until brought to consciousness by the person. Combs (763) calls this process differentiation. Consciousness refers to knowledge that has been differentiated from the phenomenal field; unconscious know-
ledge is that which has not. The former may also be regarded as "figure" and the latter as "ground" (763, 782). Behavior is considered to be influenced by both conscious and unconscious knowledge (37, 506, 564, 762, 772, 782, 785, 790).

To each person, the world he constructs and uses as a data source for making decisions is very real. It must be, for it is the only world he knows. Because behavioral choices are a function of one's phenomenal field, it is necessary to know something about how one sees the world he lives in and what he believes to be able to understand why he behaves as he does. Behavior that seems bizarre, stupid, or foolish to us may seem perfectly appropriate to the person as he is behaving. Were it possible for us to view his behavior from his phenomenal field or frame of reference instead of our own, it most likely would make sense to us also.

**Differentiation of Self**

As a person interacts with his environment he is able to differentiate various aspects from the total phenomenal field, but the most important are those that are differentiated as the self (760, 763, 771, 782). The self, having the capacity to be the knower as well as to be that which is known, is what Mead (779) calls "reflexive," meaning that man can become an object unto himself. In this sense, the perceiver and the person being perceived are the same. But since man cannot observe himself directly, he must gain information about himself through indirect means such as observing others' reactions toward him. Mead (778) states that for a person to be an object unto himself he must learn to take the role of others so that he may observe
himself as others observe him.

It is difficult to draw the boundaries of the self, for man is concerned not only with what is "me," but also with what is "mine." Therefore, a person's family, home, clothes, friends, work, and other things must be accepted as belonging to him as aspects of the self. They are commonly referred to as self-extensions.

**The Self-Concept System**

**Description**

Those aspects or characteristics one believes to be true about himself are referred to as self-concepts. They include beliefs about what he is, what he can do, how he is liked, what he looks like, and how he reacts to various social situations. These beliefs or self-concepts are cognitive in nature and are arrived at in the same way beliefs about any aspect of the phenomenal field are arrived at--through the constant interaction between the person and his environment, especially with others.

An individual's normal everyday behavior provides hundreds of opportunities for him to gain information about himself. As he experiences an endless variety of interchanges with things and people around him, a steady flow of data is made available to his sensory apparatus. Those sensations that have no importance for the person are simply screened away and not admitted to perceptual awareness, while those that seem to bear on his well-being are admitted as perceptions. These perceptions are sources of raw information regarding what is going on in the world as well as what is happening to him as a person. Perceptions take on meaning as they are related to other
perceptions and concepts through generalization or causal thinking. Those concepts that involve the self are called self-concepts. Taken together, they constitute what Super (789) calls "the self-concept system."

It should be pointed out that the term "self-concept system" as used by Super and as used in this paper is the same as the term "self-concept" as commonly used throughout the literature. Because each person has many self-concepts, it is incorrect to speak of the self-concept as if each person has just one. To speak of each person as having a single self-concept system composed of many self-concepts seems to be more accurate and logical.

There is, it seems, no limit to the variety of ways in which a person might view himself. Vast differences in each person's daily experiences provide opportunities for the acquisition of self-concepts that are endless in variety and infinite in number.

Some self-concepts are merely descriptive and serve to provide one with a unique identity that distinguishes him from all others. Thus a man may describe himself using such concepts as male, middle-aged, husband, father of two children, tennis player, Pontiac driver, accountant, war veteran, and member of the local country club.

Another category of self-concepts includes those centering around the physical self (8, 9, 12, 15, 170, 755, 759, 765, 790, 791). Concepts regarding the body include descriptive traits (tall, thin, Negro), physical skills and abilities (agile, speedy, weak), appearance (handsome, unkempt, stoop-shouldered), and health status (full of pep, healthy).
Other beliefs acquired by each person are those relating to his intellectual capacities (smart, stupid, slow, quick, bright), his social skills and abilities (shy, quarrelsome, friendly, aggressive, cowardly), and his moral attributes (honest, deceiving, true, virtuous).

Finally, a person may develop concepts of himself regarding his goals, values, hopes, desires, aspirations, ideals, and his general state of happiness or unhappiness.

One characteristic of man is his desire to evaluate everything in his phenomenal field including himself. Thus, he is not content merely to describe himself, but he must place values on each of the descriptions (3, 704, 763, 780, 782). There are several ways in which a person may arrive at a value judgment concerning a particular concept he has of himself. He may judge it according to a personal set of standards, he may compare himself directly to others on the trait or traits in question, or he may adopt or internalize the attitudes of others toward him by observing their reaction to his behavior. In any case, the concepts one has of himself are, for the most part, either positive or negative, providing the basis for an overall self-evaluation to be discussed later in this paper.

In summary, the self-concept system includes everything a person knows or believes to be true about himself including who he is, what he is, how he looks, what he can do, how he acts, how he feels, what he wants, and what he hopes for.

Characteristics of the Self-Concept System

The self-concept system is a unified whole. The self-concept system is more than just a collection of different and unrelated
ways of seeing one's self. Each person possesses a patterned relationship among his concepts that provides a Gestalt of all these. We might call this the phenomenal self (763), which is what a person seems like from his own point of view. When a person talks about himself he is referring to his generalized concept of who he is and what he is just as a person may refer to any group who, even though composed of persons with vastly different personalities, may be thought of as a unified whole.

The self-concept system is unique to each person. --Because each person's experiences are unique, the concepts he has formed of himself must also be unique. One does, of course, share with others similar or even identical self-concepts, but the total picture one has of himself is quite different from the total picture others have of themselves.

The self-concept system seems real. --Just as the total phenomenal field seems to be real to the perceiver, the self-concept system, as a portion differentiated from the total phenomenal field, has a feeling of reality also (763). So strong, in fact, is this feeling of reality that one seldom doubts the authenticity of his own self-concepts but proceeds to use them as a basis for all behavior, literally staking his life on what he believes to be true about himself.

Some self-concepts are more important than others. --Not all concepts a person holds of himself have equal importance. Some beliefs seem closer to the center of the self in importance while others seem to exist more on the periphery (763, 781). Those closer to the center are the beliefs considered more basic and cherished as fundamental to
one's being. Closely held beliefs about oneself are difficult to change. Those concepts one considers to be the essence of oneself are vigorously defended while those that do not seem to be as important are more easily altered (763, 776, 781).

**Self-concepts vary in clarity**.--Concepts of the self vary in sharpness or clarity. Some seem to be clear and in sharp focus while others appear to be vague and barely discernible. Combs (763) considers these variations to be a function of the figure-ground relationship.

The self-concept system is consistent.--Perhaps the single most important characteristic of the self-concept system is its consistency. As previously mentioned, the self-concept system is not merely a composite of concepts about the self; it is a unified whole. In order to preserve this integral organization, the self-concept system must necessarily be consistent within itself. For selection of behavioral alternatives and subsequent actions to be effective, a person must be able to draw upon a self-concept system that is unified, organized, and consistent.

Consistency of the self-concept system was considered so important that Lecky (775) postulated it as the basic need of the organism. Furthermore, Lecky considered all behavior to be consistent with the concepts a person has of himself. He describes his position as follows:

Immersed in an environment which he does not and cannot understand, the individual is forced to create a substitute world which he can understand and in which he puts his faith. He acts in consistency with the conception, derives his standards of values from it, and undertakes to alter it
only when convinced by further experience that it fails to serve the goal of unity. Since this self-made scheme of life is his only guarantee of security, its preservation soon becomes a goal in itself. He seeks the type of experience which confirms and supports the unified attitude.

As Combs (763) points out, it would be hard to picture an effective, stable, integrated personality that was characterized by inconsistency.

Through the course of normal interaction with his environment, one receives countless sensory impressions, most of which are not even admitted to perceptual awareness. Those that are judged to be important to the self are perceived and subjected to the scrutiny of consistency or inconsistency with the existing self-concept system. Those that are consistent are admitted and integrated into the existing structure while those that are inconsistent are rejected (1, 2, 3, 11, 17, 762, 763, 782, 787). Some perceptions that are not consistent with the self-concept system can be integrated if they are sufficiently distorted to be congruent with existing beliefs about the self.

New information regarding the self, then, is subjected to a perceptual screen which serves to keep out information that does not reinforce our existing beliefs about ourselves. Suinn, Osborne, and Winfree (656) showed that the degree of accuracy in the recall of self-related adjectives was a function of the degree to which the items were consistent with the person's self-concept system. In a study by Thayer (663), subjects viewed inkblots that would be interpreted as self-image-confirming or self-image-disconfirming. The results revealed that subjects reported seeing self-confirming objects more
often and more rapidly than self-disconfirming objects.

It is of interest to note that when persons deny self-information, they do so more because the information is inconsistent with the existing self-concept system than it is derogatory or damaging to it (137, 763, 782). Complimentary information is also denied admittance to awareness if it is not consistent with the existing self-structure.

**Formation of the Self-Concepts**

Many concepts a person has regarding himself are acquired through behavior involving only himself and his physical environment, but the majority, especially those that acquire value, are arrived at through social interaction. A number of writers including Mead (779), Sullivan (787), and Rogers (782) consider the development of self-concepts to be social in nature, growing out of evaluational interaction with others. According to Sullivan (787), a person cannot be studied apart from his relations with others since a person appears quite different, to himself as well as to others, depending on whom he is interacting with at the moment. Mead (779) states, "The self...is essentially a social structure, and it arises in social experience...it is impossible to conceive of a self arising outside of social experience."

Through social interaction, then, one learns about himself through the reactions of others to his behavior. Since he cannot really know what other persons are thinking about him, he must infer their reactions from their behavior. In this way the person takes the role of others and becomes an object unto himself. Through this imaginative
role-taking, the person incorporates many of the reactions and attitudes of specific and then more generalized others into his own views of himself and internalizes their evaluation as his own. This "reflected appraisal" of others allows the person to see himself as he believes others see him.

Thus, if a person perceives that significant others view him as a person of value and worth he will adopt these same attitudes and come to view himself as a person of value and worth. Similarly, if an individual perceives that significant others react to him as though he were worthless and unwanted, he will form concepts of himself as being worthless and unwanted. An individual comes to see himself much the same as he perceives others to see him and tends to act in accordance with the expectation he imparts to the significant others concerning the way people like him should act (62, 241, 415, 669, 686).

Significant others are those persons—usually parents, friends, peers, teachers—who are important and have status in the person's life because of their ability to provide feelings of security or insecurity and to increase or decrease his sense of well-being. In short, they have the power to punish and reward (72, 229, 397, 482, 509, 608, 610, 682, 729).

The Phenomenal Field and the Construction of Alternatives

The construction of future behavioral alternatives is a cognitive process whereby each person draws from his phenomenal field a vast resource of beliefs about himself and his environment commonly referred to as knowledge. From this knowledge, he makes forecasts regarding the nature of things to come in various degrees of accuracy
and then constructs behavioral alternatives from which more specific actions can be chosen at later times. Because his phenomenal field is the only reality he knows, his alternatives for action can only be a reflection of what he believes to be true.

The concepts a person holds about himself are the most influential in his phenomenal field for constructing behavioral alternatives. Because of their stability and importance, behavior may appear to be a "living out" of the concepts one has about himself. Indeed, many feel that a person cannot behave contrary to these self-beliefs. In order to maintain such a consistency, a person constructs alternatives and makes behavioral choices based on the concepts he has of himself and then seeks out experiences that support and reinforce his existing self-concepts. This is sometimes referred to as self-concept implementation.

The self is implemented through the selection of numerous roles and experiences. One such selection involves the choice of friends with whom one associates (252, 325, 341, 343, 493, 738, 783). Another relates to the groups, clubs, organizations with whom one chooses to affiliate.

The most significant type of self-concept implementation, however, is in the area of role selection. All societies are organized around various positions; persons who occupy these positions perform specialized actions called roles. Roles, according to Sarbin (773), are patterned sequences of learned activities performed by a person in an interaction situation. As we have seen, Mead and others view social roles as being instrumental in the socialization of the child and in
the formation of his self-concepts. Once concepts of self are established, the person then uses social roles as a means of perpetuating these self-concepts. Through the process of socialization, a person learns how others behave in various roles and the requisites for proper performance in each. From those perceived to be available in his society, each person chooses roles that allow him to behave most consistently with the notions he has of himself (347, 430, 435, 779).

Self-concept implementation takes place in all social roles including sex roles (548, 559, 632, 813), job position roles (142, 231, 338, 438, 527, 562, 813), student roles (356, 436, 437, 467), and leadership roles (86, 142), but the most significant area in which a person chooses a role to perpetuate the concepts he has about himself is that of selecting a vocation (52, 102, 107, 306, 348, 349, 380, 431, 456, 459, 487, 583, 585, 586, 642, 645, 677, 750, 788).

SELF-ESTEEM AS A BASIS FOR CHOOSING BETWEEN ALTERNATIVES

While the construction of alternative behaviors is a cognitive process, the choices a person makes are always for the purpose of maintaining or enhancing his self-esteem. In the process of examining various alternatives, a person must take into account the implications for future behavior, the effects each would have on the established goals, and most important of all, the likely consequences each would have for increasing his self-esteem.

The Need for Success

Perhaps the most important experiences in the formation of high
self-esteem are those that the individual considers to be successes. Only by being successful in his attempts to satisfy his desire to meet certain goals can a person come to develop a high level of self-esteem (121, 212, 791). Each person, however, views success differently and employs different criteria in judging it. Coopersmith (121) proposes four general criteria by which persons may judge success: power, significance, virtue, and competence.

Power

Success through power involves the ability of a person to control the behavior of himself and others. Such power is revealed by the recognition and respect the individual receives from others and the weight given to his opinions and ideas.

Significance

Success in the area of significance is measured by the concern, attention, and love expressed by others. A person who sees himself as accepted and popular is apt to consider himself important to others and will be likely to entertain positive feelings of self-esteem (140, 144, 345, 396, 426, 679, 791, 772).

Virtue

By adhering to a strict code of moral, ethical, and religious principles, a person is able to feel a sense of fulfillment that leads to success and feelings of high self-esteem. Codes of behavior may be either imposed by other persons and institutions or generated by the person himself.

Competence

Success in the area of competence means high levels of performance
in various tasks appropriate to the age and ability of the person. Not only is there an intrinsic feeling of success as a result of such competence, but also such performance is likely to precipitate positive reactions from others. For children, education and athletics seem to be the two major areas in which competence can be achieved (166, 193, 233, 355, 411, 539).

Attainment in any of the four areas is sufficient for success to be experienced even if the person is deficient in one or more of the others. Thus, a person might develop a high level of self-regard by receiving love and affection from significant others even though he is relatively weak, unworthy, and incompetent. Most persons, however, are apt to view themselves as competent, powerful, worthy, and significant in varying degrees, producing a blend that is unique to each person. High attainment in any one area does not insure high self-esteem, however, unless the person values that which he has attained. A person may see himself as being highly competent as a skier, for example, but unless his competence as a skier is important to him, it is not likely to result in positive self-attitudes.

**Values and Aspirations**

Individuals differ in the importance they attribute to the experiences they have. Self-esteem cannot be measured by simply computing an algebraic sum of an individual's positive and negative experiences and attributes; rather it is necessary to know something about the importance each has to the person. If someone places a high value on a given self-quality, then this quality will be influential and important in forming his self-esteem. If, on the other
hand, he does not care about the quality, then whether he considers himself good or bad with regard to the quality will make little difference to his self-esteem. James (767) emphasized this point clearly when he stated:

I, who for the time have staked my all on being a psychologist, am mortified if others know much more psychology than I. But I am contented to wallow in the grossest ignorance of Greek. My deficiencies there give me no sense of personal humiliation at all. Had I "pretensions" to be a linguist, it would have been just the reverse. So we have the paradox of a man shamed to death because he is only the second pugilist...in the world...Yonder puny fellow, however, whom everyone can beat, suffers no chagrin about it, for he has long ago abandoned the attempt to "carry that line," as the merchants say, of self at all. With no attempt, there can be no failure; with no failure no humiliation. So our self-feeling in this world depends entirely on what we back ourselves to be or do.

In a study by Rosenberg (558) one of the items on which adolescents were asked to rate themselves was the trait "likable." While some thought they were likable and others thought they were not, those who thought they were displayed the highest levels of esteem. This is as most would predict. But the strength of the relationship, it was further revealed, depended upon the importance attached by the person to being likable. Among those who did not care whether they were likable, for example, only 19% had low global self-esteem whereas among those who cared a great deal, 50% had low self-esteem.

It would seem that a person might simply adopt those values which he knew would correspond to the positive aspects of his self-concept system. That way he would always value whatever he was, resulting in a high level of self-esteem. A person poor in a certain
area could simply say that he did not care about being any better. If each person were free to choose his own values, then everyone would be in a position to enjoy success and a high level of self-esteem.

While each person is theoretically capable of choosing his own values as a mechanism to enhance his self-esteem, self-values are not so easily malleable as to permit each person to acquire and dispose of them as the psychological comfort of his circumstances requires. The results of both Coopersmith's (124) and Rosenberg's (558) studies showed that in many areas, persons who saw themselves as low in a trait or quality nevertheless valued and cared about it.

The fact that persons have similar value preferences such as intelligence, achievement, and social success, in spite of vast differences in ability, performance, and social skills, suggests that values are acquired from sources outside the self. While we might want to believe that all persons are free to select their own values, their experiences at home, at school, and with their own peer group lead to their acceptance of group values and standards. Although some values are acquired directly from experience, the majority are internalized through the interactive process of socialization. While it is true that a person might enhance his self-esteem by abandoning his group imposed values and adopting his own, this would most likely bring down the wrath of the significant others in his group through disapproval or contempt and in the end would serve only to diminish his self-esteem even more.

A similar situation occurs when goals and aspirations are considered. Success or failure, as it influences self-esteem, is entirely
subjective, occurring when a person performs at a level commensurate with his level of aspiration. In order to judge a person's success, one must not only be aware of the person's behavior but also know something about what the person is attempting to do. It would seem that all a person would have to do to bring about success and high self-esteem would be to simply lower his expectations or aspirations so as to make them more attainable. Results of studies (124, 528, 791) indicate that this is not the case. Most persons aspire to essentially the same public and social goals but vary markedly in the personal goals they set for themselves. Thus, they tend to select similar vocational, recreational, and social ideals, but persons high in self-esteem set higher personal goals and expect more of themselves than do persons low in self-esteem. Instead of lowering their objectives to meet their existing performance levels, high self-esteem persons set higher goals for themselves and then proceed to try to raise their level of performance to attain the newly set goals.

Defenses

Many of man's experiences are negative in nature and threaten to lower his self-esteem. An important factor, then, is his capacity to handle negative experiences that appear as threats to the self. Circumstances considered to be threatening to the self are disturbing because of their negative implications for the lowering of self-esteem and attendant experiences of inadequacy and helplessness. Consequently, many persons are forced to spend a good deal of time and effort planning behaviors designed to protect the self (1, 2, 124, 528, 765, 766, 767, 768, 771, 787, 790).
Situations perceived to be threatening are usually ambiguous and uncertain, raising doubts as to whether the person will be able to cope with the threat and ward off future devaluation of the self. This doubt results in feelings of anxiety and distress. In an attempt to prevent impending self-esteem reduction with its accompanying feelings of anxiety, each person develops a repertoire of defensive behaviors automatically triggered when the integrity of the self is at stake. Anxiety and its source, then, is allayed by concealing or distorting the threat. The type of defense employed varies widely with persons and circumstances. Included among the more usual types of defense mechanisms are the distortion or inhibition of perceptions, projection, displacement, reaction formation, rationalization, compensation, fantasy, and a variety of others (510, 301, 522, 599, 651).

Horney (767, 768) speaks of the formation of the idealized image of the self as a technique for warding off threat and anxiety. The creation of such an idealized self prevents devaluation of the self by allowing the person to view himself in loftier terms. Dissatisfaction, however, is likely to occur when the person is forced to compare his real self with his idealized self. The realization that one has not lived up to the standards set by the idealized self is likely to result in even further feelings of hate and contempt for the self.

Sullivan (787) recognizes the value of defenses as mechanisms for guarding self-esteem from attack and subsequent derogation but believes that these defense mechanisms can be too protective by isolating the self from reality through unrealistic and distorted processing of information. Because the person has concepts of himself and
his environment that are not accurate, he may select behaviors that only result in further lowering his self-esteem.

Persons high in self-esteem vary significantly from their low self-esteem counterparts both in their need for defenses and the methods employed. Studies have shown that persons with high self-esteem display lower levels of anxiety (51, 105, 191, 302, 313, 406, 467, 501, 516, 521, 586, 655), fewer psychosomatic symptoms, less hostility (684, 705), and less sensitivity to criticism than those with low self-esteem. High self-esteem itself, then, provides a person with a certain measure of protection by relieving him of the need to devote his energies to self-defense. Furthermore, persons with high self-esteem enter into situations with a measure of confidence and assurance that allow them to deal more effectively with adversity.

The methods of defense employed by those high in self-esteem center around the mechanisms of denial, avoidance, repression, withdrawal, and, in general, techniques that are somewhat subtle and conservative in nature (7, 190, 581, 618, 648, 705). Low self-esteem persons, on the other hand, are more likely to resort to rationalization, projection, closure, blaming, aggression, and reversal (7, 159, 190, 264, 366, 618, 736, 741).

In summary, we can say that defense mechanisms are brought into play when one's esteem is threatened. Some defenses are essential and all persons engage in some defensive behavior. Those with high self-esteem employ techniques that are enhancing and instrumental in preserving the integrity of the self, while those with low self-esteem are forced to utilize more extreme measures that often result in
reduced accuracy and clarity of perception, ineffective thinking, and behavior which only further debilitates and harms the person's ability to function effectively. Quite often the net result is a further lowering of self-esteem (1).

Some Behavioral Consequences of Self-Esteem

Persons With High Self-Esteem

Persons with high self-esteem and those with low self-esteem live in different subjective worlds. Their characteristically different ways of approaching, perceiving, and responding reveal that persons of different levels of self-esteem vary markedly in their methods of coping with the world in which they live. They experience even the same or similar events and objects differently, have much different expectations for the future, and display different affective reactions.

Persons with high self-esteem have positive feelings about themselves. They see themselves as wanted, worthwhile, loved, acceptable, able, important, and at least as good as others. They view themselves as adequate to deal with life, have greater confidence in their own decisions and judgments, and being less troubled with doubts and fears, they proceed to carry out their plans with certainty and precision. They form independent views and have definite ideas that they are capable of defending. Because of their confidence and poise, they enter situations expecting to succeed and the self-fulfilling prophecy virtually guarantees their success.

Persons of high self-esteem have higher levels of achievement. They generally perform better in school (4, 8, 9, 23, 45, 50, 80, 87, 90, 91, 92, 97, 120, 124, 188, 196, 304, 315, 356, 395, 406, 440, 446,
and have higher reading capabilities (71, 95, 109, 162, 236, 360, 398, 416, 454, 419, 634, 704, 757). They seem to enjoy new and challenging experiences and do not become upset easily when things do not go right (528, 614).

High self-esteem persons are more creative and independent in their thinking. They are less conforming (124, 758) and generally less susceptible to persuasion (138, 187, 225, 238, 256, 373, 376, 613, 614, 615, 735, 758, 791).

Social competency further characterizes persons with high self-esteem (1, 462, 469). They feel comfortable meeting new people and experiencing new social situations. They participate in group discussions and are more active in various clubs and organizations.

High self-esteem persons are more acceptant of others (60, 68, 127, 218, 221, 280, 365, 464, 654, 744, 791, 813) and of their environment in general (1, 68, 242). In addition, they are more open to experience (123) and are more accurate in their perceptions of self (85, 157, 610, 682), of others (325, 394, 464), and of how others perceive them (8, 241, 280, 443).

Because they experience less anxiety or threat and have less need to defend themselves, they are able to admit more information regarding themselves, others, and experiences in general. As a result, their perceptual fields are broad and rich, contributing breadth as well as depth to their thinking and understanding. Their vast repertoire of knowledge and experience plus their relative freedom from having to devote much effort to defensive behavior gives them a decided
advantage in meeting the daily challenges of life.

**Persons With Low Self-Esteem**

Persons low in self-esteem have a more negative attitude toward themselves. Their self-concepts are characterized by feelings of unimportance, inadequacy, and weakness. They may see themselves as unwanted, unloved, unacceptable, and not as worthy as others. Plagued by feelings of inferiority, persons with low self-esteem are unsure of their ideas and capabilities, resulting in indecision and hesitancy. They lack confidence in asserting themselves and are more likely to accept the ideas of others rather than to assert their own.

Low self-esteem persons are less capable and are prone to lower levels of performance and achievement. They do not like new or challenging experiences, preferring instead to stick to familiar and safe ground. They often feel helpless and powerless with little or no hope of controlling the events in their lives. They come to expect failure and have, for the most part, resigned themselves to it.

Persons low in self-esteem suffer from an inability to maintain satisfying social relationships. Because they lack confidence and view themselves as unwanted and unliked, they are shy, easily embarrassed, awkward, and inhibited in interpersonal relationships. They tend to have difficulty in meeting new friends and participating in social functions. They avoid close relationships and involvement in other people's lives. They are self-conscious, lonely, and isolated individuals. They want people to like them but somehow lack the confidence and faith in themselves to do anything about it. Low self-esteem persons do not participate in clubs or organizations and are
apathetic about public affairs. They are preoccupied with themselves, which makes them more vulnerable. They suffer easily from criticism, scolding, blame, and especially failure. They are very sensitive to any signs that further threaten their already perceived inadequate selves.

Their acute failure leads to a great deal of anxiety, which further leads to defensive behavior. The result is a narrowing of perception and closure to new experiences that further stifles their ability, cripples their chances to enjoy success, and relegates them to the ranks of the unhappy, cynical, detached and isolated.

Those who suffer from extremely negative attitudes toward themselves and who have very little self-esteem or feelings of adequacy are known as neurotics or psychotics, depending on the degree of pathology (135, 157, 206, 279, 284, 314, 365, 449, 520, 689, 752). These are the persons who are in need of professional assistance.

The neurotic, while experiencing all the symptoms of an individual with low self-esteem, somehow manages to continue the daily struggle and, in many cases, to live a relatively normal although unhappy life. One characteristic of a neurotic individual is the lack of consistency in his self-concepts (183, 260, 421) and his distorted perception of himself and the world around him (284, 296). Because of his defensiveness, the neurotic is unable to accept new data or information clearly and accurately. Consequently, his feelings of guilt, unworthiness, and inadequacy are perpetuated and even heightened through distorted perception. The neurotic suffers from extreme anxieties and is likely to develop fears and phobias about things and other people. Constant
threat to the self is a part of the life of a neurotic. In an attempt to become more adequate and establish higher levels of self-esteem, neurotics often adopt behaviors that bring about negative reactions from other people. These negative reactions only serve to prove to the neurotic what he has believed all along—*that he is worthless, unliked, and ineffective, thereby perpetuating his feelings of inadequacy and low self-esteem.*

Psychotics vary from neurotics in the degree of their affliction. Experiencing more threat, greater feelings of inadequacy, and lower self-esteem, the psychotic is more desperate in his attempts to defend himself and resorts to more drastic behaviors. At times this behavior may be antisocial and even criminal, often resulting in his being isolated from the rest of society.

**ANTECEDENTS OF SELF-ESTEEM**

The factors that shape a person's self-esteem are numerous and varied. They include innate capacities as well as social and interpersonal experiences. While individual patterns of self-esteem development are infinitely complex, some generalizations can be made regarding the relationship between self-esteem and the following variables.

**Intelligence**

A number of research findings indicate a positive relationship between IQ and self-esteem (50, 51, 87, 124, 136, 356, 357, 400, 523, 634), but it is unlikely that higher intelligence, in and of itself, has much effect on the way a person evaluates himself. Greater intellectual capacity does, however, make possible performance that is
likely to result in a larger number of successes, which in turn is associated with high self-esteem.

Physical Attributes

Although evidence is scant and inconclusive (10, 27, 813) it would seem that, in general, those persons who are physically healthy and capable would be better able to carry out their desires and plans, thereby attaining greater measures of success and self-esteem. Studies of persons afflicted with various body (70, 72, 215, 226, 354, 358, 525), hearing (275), visual (756), and speech (234, 693, 791) defects, however, indicate that such individuals are not automatically relegated to a position of low self-esteem. In fact, those afflicted with physical handicaps are just as likely to have high self-esteem as those with no personal affliction. Apparently persons who have such physical handicaps are able to muster various kinds of defenses and compensations so as to overcome their deficiencies and achieve success and subsequent high levels of self-esteem.

The way a person thinks he appears to others is important in determining the feelings he has about himself (5, 117, 554, 710). Wylie (791) concluded that deviation of body concept from a person's ideal may lead to lower self-regard. Coopersmith (124) found that children's physiques as judged by adults were correlated with self-esteem but physical attractiveness was not. Apparently children have their own standards for judging interpersonal attraction. Some evidence has been found (271, 468, 791) to indicate that children who are less physically mature than their classmates suffer from lower self-esteem.
Sex

Sex in itself does not appear to influence level of self-esteem. Some research (4, 51, 64, 91, 317, 393, 699) indicates that females have higher self-esteem than males. Other studies (23, 407, 621, 706, 740) show males to have higher self-esteem than females. Still others (50, 173, 184, 188, 222, 359, 447, 628, 725) report no differences between the sexes. It must be concluded that in spite of the vast differences between men and women as a result of socialization, sex is not a determining factor in level of self-esteem.

Family and Home

Because a person's conceptions of himself are determined to a great extent during childhood, the experiences he has with his family are crucial in the formation of self-esteem. Family size, birth order, home atmosphere, parental characteristics, and child rearing attitudes interact to provide a basis for the establishment of self-attitudes.

Birth Order and Family Size

An interesting finding by both Coopersmith (124) and Rosenberg (558) was that "only" children had higher self-esteem than did children with brothers or sisters. Of those who had siblings, the relationship between self-esteem and birth order is not clear. Some studies (124, 504) report first-borns to have higher self-esteem, while others (425, 753) show first-borns to have lower or the same level of self-esteem as other children in the family. Family size does not seem to be a factor (124). Although one might assume that children from small families would receive more attention and consequently have higher
levels of self-esteem, children from large families are just as likely to have high self-esteem as those from small families.

**Parental Characteristics**

Although some studies have attempted to identify characteristics of parents as they relate to children's self-esteem, the results are difficult to interpret. Variables such as marital status (124, 425, 528, 725), work history (124, 425) and educational level (20, 634) of parents are so intertwined with other variables as to make the drawing of conclusions difficult if not impossible.

**Parental Interaction**

Probably the most crucial factors in the formation of a child's self-esteem are the interactions he has with his parents. Because the child is so dependent on them, the mother and father become the most significant of significant others in the young person's life and the attitudes they express toward him, the values they impart to him, and the experience they provide or do not provide for him will be the determining factors in how a child comes to regard himself.

In general, parents who provide a home atmosphere characterized by acceptance, affection, warmth, understanding, and love will foster the kind of conditions that allow children to experience success in the realm of significance, resulting in the development of high self-esteem (124, 223, 428, 508, 528, 569, 589, 657, 708). On the other hand, a home atmosphere in which a child experiences isolation, neglect, rejection, and little physical contact with the parents will most certainly result in psychological impoverishment and low self-esteem.
Rosenberg (558) concluded that the self-esteem of a child varies according to the amount of attention given to him by his parents. When the parents fail to pay attention to the child, his friends, and his activities, he will interpret this neglect as a sign of rejection and develop possible feelings of negative self-worth. Interestingly enough, even derision and punishment were associated with high self-esteem. Apparently, to a child, being spanked or scolded is not as bad as not being paid attention to at all.

Coopersmith (124) found that high self-esteem in children was related to clearly established and enforced limits of behavior set by the parents. Such limitations give the child a clear picture of the boundaries within which he may act and provide a set of criteria by which he may judge the quality of his own behavior. The setting and enforcement of limitations was found to be associated with greater rather than lesser deviation from conventional behavior, freer rather than more restrictive individual expression, and milder rather than harsher types of punishment. Self-esteem was also related to the amount of freedom allowed within the established limits. Thus, high self-esteem children were those whose parents recognized their rights and opinions and made concessions on important issues.

In this same study, parental permissiveness was found to be associated with low rather than high self-esteem. These parents were uncertain as to their own goals and objectives for child rearing which created ambiguous and uncertain conditions for the child. Furthermore, these parents, when necessary to discipline their children, used harsh, authoritarian, and controlling methods that created a dependency on
the part of the child for outside opinion and judgment in his decision making.

**Social Factors**

If the proposition is accepted that a person's self-esteem is influenced largely by the ways in which others view him, it might be concluded that those with the highest levels of prestige would enjoy the highest levels of self-esteem. This logical approach to the correlation of social prestige with self-esteem is widespread in our society and has led to the establishment of a hierarchy of values placed on certain aspects of a person's social background. Thus one might expect that Protestants rather than Catholics, Caucasians rather than Negroes, and wealthy rather than poor people would have higher self-esteem because, in general, they are most esteemed by the community at large. Recent literature indicates that these previously uncontest ed assumptions are not as valid as they were once thought to be.

**Socioeconomic Status**

Studies of self-esteem and socioeconomic status, for example, have not supported the commonly accepted belief that persons of low socioeconomic status must always have low self-esteem simply because they are poor. While several researchers have found a positive correlation between the two variables (391, 569, 630), a greater number have reported self-esteem and socioeconomic status to be unrelated (65, 247, 336, 407, 426, 475, 523, 542, 616, 703, 719). One study even reported subjects of lower socioeconomic status to have higher self-esteem (628). The results of Rosenberg's (558) study led him to conclude that while upper-class children did have higher self-esteem,
the differences were not great, nor were they the same for boys and girls. This led to the speculation that the differences in self-esteem between socioeconomic levels were more a function of parent-child relationships than a direct consequence of the general prestige of the social class in the broader society.

Race

One of the more commonly held beliefs in American society is that persons belonging to racial minority groups suffer from negative feelings toward themselves. This notion is derived from the assumption that a person's feelings of personal worth arise out of and are dependent on the social evaluation of the group with which he is identified. As a result, in most of the literature pertaining to the plight of the American Negro, who has suffered from widespread, deeply humiliating and crippling forms of discrimination in this country, the assumption is made that because the race as a whole has suffered from racist treatment, each Negro has automatically acquired a negative view of himself. Research data do not support this contention, for while some studies have shown that Negroes do have lower self-esteem than whites (262, 391, 728), others fail to find any differences (282, 407, 523, 528, 593). The data seem to indicate agreement with Rosenberg (558) who concluded that while Negroes do have lower self-esteem than whites, the margin of difference is small.

Religion

Similarly held beliefs that members of minority religious groups in this country will have low self-esteem are not supported by research (43, 124, 171, 528, 711, 791). Membership in a religious group that is
looked down upon by the rest of society in no way obligates a person to adopt the same negative attitudes toward himself that society has shown toward his religion.

**Summary of Social Factors**

The widely accepted belief that persons who belong to groups not highly regarded by society will automatically be low in self-esteem is largely a myth. More likely, self-esteem is determined in the immediate social context of the subculture groups to which one belongs rather than within the framework of the larger society. From this point of view, a person uses his immediate social groups as the standard by which to judge his worthwhileness as a person. Whether the groups are highly regarded by the society at large becomes largely irrelevant once he adopts the values and standards of his immediate group as his frame of reference.

Consequently, a person of low socioeconomic status can develop a high level of self-esteem as long as he uses an immediate group, composed of persons in similar socioeconomic circumstances, as his frame of reference. Having adopted the goals, values, aspirations, and standards of this immediate group, the person evaluates himself according to the group norms and the reaction of significant others within the group. Successes in the form of power, significance, virtue, or competence are possible in any combination as long as the immediate reference group is used as a basis for evaluation. Similarly, a member of a minority ethnic or religious group may achieve and maintain a high self-esteem if he judges himself within the framework of his own subculture group.
When the options are available, people seek membership in groups which they feel have potential for meeting their needs. Once the choice has been made, a person uses the group as a reference for self-judgments. Not all persons, however, have control over the choice of groups in which they perform. Children especially must often attend school, belong to clubs, and play in neighborhoods in which their primary reference groups are ones which espouse values and norms that the child either has not or cannot adopt as his own. The Negro child in an all-white school, and the Jewish boy in an all-Protestant neighborhood are illustrations of children who are forced to perform within a frame of reference not of their choice and according to a set of values and norms all of which make it difficult to achieve success and subsequent high self-esteem. Because the child is different, he is likely to be teased or made fun of and under certain circumstances may become the victim of cruel treatment including name-calling, rejection, and threat. Under such conditions, with no other group to turn to, a child has a difficult time defending himself against attack and possible deterioration of his self-esteem.

Adolescents and adults, however, do have some choice in the selection of groups to which they belong. Because of their relative freedom and mobility, they seem to somehow seek out persons who share the same status and roles in life and who are similar in their thoughts and behavior. Many groups of persons are considered by society to be deviant in nature because their members behave in socially unacceptable ways. Because these groups are held in low esteem by society, it has been generally believed, as is believed about persons of
ethnic, socioeconomic, and religious minorities, that the members would accordingly suffer from low self-esteem. But just as minority group members are able to maintain high self-esteem by judging themselves in reference to their immediate social group instead of to society in general, so are persons considered socially deviant able to maintain their self-esteem by judging themselves in relation to their own immediate reference group, regardless of how deviant the group is considered by society. The culturally alienated simply do not have the same bleak outlook on themselves that the rest of society has on them (267).

School dropouts, for example, were shown by Fifield (195) and Beard (32) not to differ greatly on measures of self-esteem. Neilson (474) and Johnson (323) found no differences between prisoners and nonprisoners on self-esteem scores, and Foulds (206) reported criminals to have higher levels of self-esteem. Unwed mothers were shown by Barker (26) and Kogan, Boe, and Valentine (346) to have normal self-concepts. Although most studies regarding juvenile delinquency showed delinquents to have lower self-esteem than nondelinquents (55, 147, 177, 200, 244, 265, 370, 532), Hall (269) found that juvenile delinquents who were committed to an identification with a delinquent subculture had higher self-esteem than those who were marginal or not committed.

SELF-ESTEEM AND ADJUSTMENT

Many complexities are involved in trying to define adjustment. While the term is widely used throughout all areas of the behavioral sciences, researchers are still plagued with problems of finding
suitable operational definitions (791). Despite such problems, a
number of studies have been conducted showing a positive relationship
between self-esteem and adjustment (124, 217, 309, 357, 420, 527,
557, 572, 598, 636, 747). On theoretical grounds, it is generally
conceded that a low indication of personal self-regard generally is
an indication of or an aspect of maladjustment. Whether a high self­
esteeem score is an indication of adjustment, however, is less clear
(791), for some studies have shown a curvilinear relationship between
self-esteem scores and adjustment scores indicating that a person
scoring high on self-esteem might be either adjusted or maladjusted
(116, 318). This has been attributed to testing problems in which
persons, although harboring feelings of low self-esteem, deny such
feelings and give a false account of their true self-esteem.

For most writers, adjustment is an indication of how much a
person's behavior conforms to the demands of general society. From
this point of view, those persons who are members of minority and
socially deviant groups would almost always be considered maladjusted
since they are different by definition and do not seem to "fit in"
with the society at large. If, however, we consider adjustment as the
achievement of harmony with one's immediate reference group, then
many persons who might previously have been considered maladjusted
appear to be more adjusted since their behavior is in harmony with
the demands of their subculture group.
CHAPTER III

SUMMARY OF RESEARCH STUDIES RELATED TO

SELF-CONCEPT THEORY, 1959-1969

THE NATURE OF SELF-CONCEPT

Dimensions of Self-Concept

Several investigators dealt with the notion that self-concept is not a single unified construct but rather is composed of several dimensions. Through the use of factor analysis of self-concept data, a number of attempts were made to isolate these dimensions. Berger (40), in a study using undergraduate subjects, found five identifiable factors: Communicative Propensity, Other-Anxiety, Negative Self-Evaluation, Positive Self-Evaluation, and Other-Certainty. Smith (625), using male psychiatric patients as subjects, isolated five interpretable factors: Self-Esteem, Anxiety-Tension, Independence, Estrangement, and Body Image, and in a later study (624), identified six dimensions which he called: Self-Confidence, Social Worth, Corpulence, Potency, Independence, and Tension-Discomfort. Similarly, Guthrie, Butler, and Gorlow (263) analyzed the responses of mentally retarded women and revealed seven types of self attitudes: There is nothing wrong with me, I do as well as others do, I don't give trouble, I act hatefully, I am shy and weak, I am useless, and Nobody likes me. Kniss, Butler, Gorlow, and Guthrie (345) factor analyzed the ideal self responses.
of institutionalized female retardates and identified five interpre-
table factors. One factor tended toward a general dimension of personal
worth and physical health while the other four represented modes of
getting along with people. The results of a factor analytic study
by Guertin and Jourard (259) led to the conclusion that self-discrepancy
scores should be viewed multidimensionally rather than as total scores.
Akert (3) found that a sample of college freshmen who sorted self-
descriptive statements did not accept themselves totally, but rather
accepted themselves in some areas and rejected themselves in others.

Conscious and Unconscious Aspects of Self-Concept

Rothstein and Epstein (564) investigated unconscious and conscious
self-judgments of persons to tape recorded voices, including their own,
for favorableness and unfavorableness as well as for similarity recogni-
tion under various levels of distortion. The subjects rated their own,
unrecognized voices as most favorable under conditions of semi-distor-
tion, and their undistorted voices as most favorable when recognized
similarity was moderate in degree. Subjects reacted unfavorably to
their recognized voices. In a study by Beloff and Beloff (37), subjects
rated a self-stranger composite picture seen in a stereoscope more
favorably than a composite picture of two strange faces, lending support
to the favorableness of unconscious self-judgments. In a third study,
Pederson (506) found an inverse relationship between ego strength and
the discrepancy between conscious and unconscious self-concepts, al-
though the results were not significant.
Consistency of Self-Concept

Anderson (10) concluded that scores on self-concept and ego-ideal tests were so inconsistent that to measure self-acceptance by subtracting one score from the other would lead to variable findings among different researchers. Frank and Heister (208) found that over a one month period, self-concept scores showed more stability than ideal self-concept scores. Martin (421) reported that neurotic adolescents described themselves less consistently over situations than did normal adolescents or adults in general and that normal adolescents did not have less consistent descriptions of themselves than did normal adults.

Developmental Aspects of Self-Concept

Preschool Age

Gorlow, Butler, and Guthrie (240), in a study of the self attitudes of female retardates, found that those who were separated from their parents at an early age expressed more negative self-attitudes. These findings are congruent with the notion that self-attitudes are formulated at an early age.

Elementary School Age

Swayze (658) found that teacher evaluations of kindergarten children's self-concepts correlated with self-concept evaluations made one year later at the primary level. While not significant, the results of a study conducted by Butcher (87) indicated an increase in the proportion of children with low self-concept in increasingly higher grades from grade three to grade six. In a similar study by Fiore (197), self-concepts of children of preschool age, in first or second
grade, and in fourth or fifth grade were generally favorable, but decreased somewhat with age. Results of an investigation by Bowman (64), however, showed that self-concepts and self-ideals increased over the two year period from fourth grade to sixth grade for one group and from sixth grade to eighth grade for a second group with the greatest improvement in the upper grades. In a study by Phillips (515), sixth graders were found to be more accurate in their estimate of their future performance on psychomotor tasks than were third graders. Self-concepts of children on the variables of School Subjects, Physical Appearance, Physical Ability and Surgency (cheerfulness, geniality, and enthusiasm) were shown by Trickett (674) to be unstable over a four year period from first-second grades to fifth-sixth grades.

Junior-Senior High School Age

In Nichol's study (478), a group of senior high school girls indicated higher self-concepts than did a group of freshman girls, and a study by Long, Ziller, and Henderson (392) showed an increase in self-esteem of students in progressively higher grade levels from the sixth grade to the twelfth grade. White, Anderson, and Haynes (717) observed developmental changes in students in grade levels ranging from grade nine through grade twelve in the following categories: A Sense of Continuing Self-Identity, A Sense of Self-Esteem or Pride, A Sense of Self-Extension, and A Sense of Self as a Propriate Striver. Studies by Carlson (94), Engle (175), and Gruen (255), however, revealed no significant changes in self-concepts of students over various periods of adolescence.
Elementary and High School Ages Combined

Apelian (12) found that Differentiation, defined as a movement from a global to a more individuated perception of the self, did take place from third to ninth grade. While the differentiation was not gradual from the lower to the upper grades, the highest differentiation did occur in the upper grades. The findings of an investigation by Jorgensen and Howell (326) indicated a decrease in self-esteem from age eight to twelve, for males but not for females. Self-esteem remained stable for both sexes from ages thirteen to eighteen. Piers and Harris (519) found that children in grades three and ten had higher self-concepts than those in grade six, but did not differ from each other. A study by Shultz (610) of children in grades two, four, six, eight, ten, and twelve revealed a general decrease in self-esteem scores after the second grade. As a result of the testing of a large sampling of school children representing various races and socioeconomic levels, Yeatts (743) concluded that the self-report is not a unitary concept and that the conceptions one holds of oneself vary with age and sex.

College Age

Fairchild (184) reported that the self-concepts of 600 college students and thirty-seven nursing students in his study either increased or remained constant over a two-year period, and Green (255) found that self-concepts did not change as college students moved from their freshman to their senior years. In a study by Washburn (701), college students were shown to be higher in self-concept than high school students and high school college preparatory students were higher in
self-concept than non-college preparatory students.

**Post-College Age**

College alumni women, aged thirty to forty, were found by Frankel (211) to possess higher self-concepts than undergraduate women, aged twenty to twenty-two. The general conclusion reached by Grant (243) in a study of subjects whose ages ranged from twenty to sixynine, was that people tend to report a more positive self-concept with increasing age. Bloom (53), however, in a similar study with subjects who were twenty to sixty years of age concluded that perceived age has little relationship to self-perception. Hard-of-hearing people over sixty years of age were found by Hardick (275) to feel more "genuine" than such people less than sixty years of age. In a study of the self-concepts of chronically ill, aged, and institutionalized patients, Coe (113) found that self-conception decreased over time, shifted from highly engaged identities (role and affect responses) to disengaged identities (physical and global responses) and varied inversely with the severity of the custodial characteristics of the institution.

**Self-Concept and IQ**

Using Normal Subjects

Blair (50), Bledsoe (51), Pogue (523), Spicola (634), and Spurgeon and Williams (636) all found a general positive correlation between self-concept and IQ for elementary students of both sexes while Lamb (356) reported that only girls with high self-congruence have a higher IQ. Butcher (87) found a high correlation between self-concept and
IQ among high achieving elementary students, and Blair (50) found self-concept to be significantly related to IQ for rural ninth grade students in northern Florida.

**Self-Concept and IQ Using Mentally Retarded Subjects**

Curtis (136), Lambeth (357), and McAfee and Cleland (400) reported positive relationships between self-concept and IQ using educable mentally retarded students as subjects.

**Negative or No Relationship Between Self-Concept and IQ Using Normal Subjects**

Using students at various grade levels as subjects, Burke (83), Farls (188), Nemeroff (475), and Pannes (495) each obtained results which indicated a negative relationship or no relationship between self-concept and IQ.

**No Relationship Between Self-Concept and IQ Using Mentally Retarded Subjects**

Knight (344) found no relationship between self-concept and IQ for a group of educable mentally retarded children.

**Body Characteristics and Self-Concept**

**Body Concept and Self-Esteem**

Deemer (146) found a positive correlation between congruence and disparity on a self- and ideal self-concept measure, and between congruence and disparity on a self- and ideal self-clothing and appearance image measure using female college students as subjects. Rosen and Ross (554) reported a positive relationship between satisfaction with body image and satisfaction with self-concept and further concluded that their measurement can be refined when subjects are given a chance
to weight each aspect on a Likert-type scale. Feelings about body were related to feelings about self and insecurity for college students in a study by Weinberg (710), especially for men. A study by Zion (755) produced significant linear relationships between self description and body description, between ideal self and ideal body, and between self description-ideal discrepancy and body description-ideal discrepancy. The relationship between self-acceptance and body acceptance was ambiguous.

Mintz (447) found no relationship between self-concept and body concept or between either variable and verbal performance for six year old boys and girls, and Coopersmith (124) reported children's physical attraction (as judged by adults) to be unrelated to self-esteem.

**Body Type and Self-Esteem**

Alexander (5) reported that in a sample of college females, meso-morph and ectomorph body types were significantly more acceptant of their self-image than was the endomorph body type. In a study of obesity in college and nursing students, Katz (329) found that both white and Negro obese women had more negative total body image and weight body image attitudes than non-obese women. As a result of video self-confrontation, however, Negro obese women had more positive weight body image attitudes than white obese women, whereas the total body image attitudes were non-differential between the two groups. Washburn (702) obtained a significant relationship between male physique and two self-concept subtests, the Outer-Controlling Self (involving manipulation of the external environment) and the Submissive-Dependent Self
(involving avoidance of disapproval by giving in to others).

**Body Recognition**

Each subject in a group of college males studied by Arnhoff and Damianopoulis (15) was able to correctly identify his own body from a series of body photographs, but all were not certain to the same degree as to the correctness of their choices. In a similar study, Egbert, Ballif, and Hendrix (170) asked preschool children to identify themselves from a series of photographs. The results led to the conclusion that the preschool lower class children had less well-developed self-concepts pertaining to body images than did the preschool middle class children.

**Physical Maturity and Self-Concept**

Mussen and Jones (468) reported late physically maturing boys to have more negative self-concepts than early maturing boys and Hamachek (271) found high status children with respect to growth age had higher self-images than low status children. Data from Sebastian's (598) study, however, revealed no relationship between self-concept and either height, weight, or height/weight ratio in adolescent subjects.

**Physical Fitness and Self-Esteem**

While the results of a study by Baron (27) led to the conclusion that an individual functioning at a high level of physical fitness views himself and others in more positive ways, McClenney (404) reported physically fit college men did not possess higher self-concepts or more positive personality traits, nor were they better adjusted than those less physically fit. A similar contradiction occurred
between two studies dealing with the results of physical fitness programs. Hellison (289) found that an intensive physical fitness program for male college students resulted in increased attitudes toward self, the body, and physical fitness in general. Christian (106), however, reported no improvement in self-concepts of male college students as a result of a physical fitness program.

In an investigation of the effects of competitive and noncompetitive physical education programs on self-concept and body image, Read (539) found that while no direct relationship between the variables could be established, body image and self-concepts of those who were consistent winners were higher than those who were consistent losers.

Physical Handicaps and Self-Concept

Handicapped Compared with Nonhandicapped Persons

Breslin (70) and Krider (354) both found that in general, physically handicapped children did not suffer from a lower self-concept than their nonhandicapped peers. Similarly, Hardick (275) and Zunick and Ledwith (756), working with hard-of-hearing persons and visually handicapped children respectively, did not find their subjects to have lower self-concepts than their nonafflicted counterparts.

Pomp (525), however, reported that disabled eighth graders had greater self-ideal discrepancies than did nondisabled subjects.

Persons With Visible Handicaps Compared With Persons With Nonvisible Handicaps

Two researchers, Briggs (72) and Friend (215), both found that subjects with visible handicapping conditions had lower self-concepts than those with less visible conditions.
Degree of Physical Handicap and Self-Concept

Working with patients who had undergone larynx operations, DiBartolo (152) reported that subjects with average or above average speech capabilities had higher self-concepts than did those with below average or no speech capability. Dimaya (156) found that leprosy patients who had negligible physical damage had more positive self-concepts than those with more extensive physical damage.

Body Concept of the Disabled

Self-esteem was positively related to body concept for paraplegic college students in a study by Genskow (226). In addition, these disabled students were found to evaluate non-body concepts (e.g. will power) higher than body concept and perceived intelligence and non-body concepts as more important to self-regard than body concepts.

Rehabilitation of Disabled Persons and Self-Concept

The results of Litman's (384) study of the rehabilitation of orthopedic patients presented strong evidence that self-conception and response to rehabilitation were directly associated. Furthermore, the patient's ability to accept his condition was associated with his response to treatment. While self-conception and acceptance were closely related, however, an individual's acceptance was not seriously hampered by negative feelings. In a study by Schwab (588), disabled homemakers who participated in an eighteen month rehabilitation program did not increase in total self-concept but did improve in regard to concepts of self as a homemaker.
Differences in Self-Concept Between White and Negro Subjects

In a study by Long and Henderson (391) of Negro and white boys and girls who were just beginning school, Negro students were shown to possess significantly lower self-concepts and less realistic self-concept for color than did their white counterparts. In a similar investigation of Negro and white children in an integrated school but segregated housing pattern, Lansman (262) found Negro children possessed lower self-concepts than white children. The results of a study by Williams and Byars (728) portrayed the southern Negro adolescent as generally negative in self-concept and as not having a clear, consistent picture of himself. Furthermore, Negro males were shown to be more defensive about their reported self-esteem than either whites or Negro females. Wylie (740) found Negro children to be more modest in their estimates of ability in doing schoolwork than were white children.

No Differences in Self-Concept Between White and Negro Subjects

Pogue (523) found no differences in self-esteem between Negro and white fourth, fifth, and sixth graders attending the same school in a low socioeconomic area, and a study by Wendland (712) revealed that Negro eighth grade students, regardless of whether they lived in a rural or urban area, did not present a picture of self-devaluation or negative conceptions of themselves in comparison to their white peers.
Gibbey and Gabler (232) reported that differences in self-concept between Negro and white sixth graders were dependent on sex and IQ. Whites were found to be more realistic while blacks tended to overrate themselves in intellectual ability, aspirations, and others' perceptions of them. In a study by McDonald and Gynther (407), Negro high school students obtained higher Dominance and Love scores than whites for self-ratings but lower scores on ideal descriptions.

**Differences in Self-Concept Between Three Ethnic Groups**

A study, conducted by Healey (286), of Negro-, Anglo-, and Spanish-American ninth grade students produced several conclusions. No differences existed between the three groups on an overall measure of self-concept; self-satisfaction was greatest for Spanish-American subjects with Negroes and Anglos following respectively; and Negro and Spanish-American subjects were considerably more defensive in their descriptions of themselves than were the Anglo subjects.

**Studies Dealing with Segregation or Integration**

*No effect on self-concept.* Griffin (251) found that a group of fourth, fifth, and sixth grade Negro boys and girls in Tulsa who had experienced one year of school integration did not differ significantly from a matched group who were still in an all-Negro school. In Garth's (219) study, although graduating junior high school Negro students who had chosen to enter formerly all-white high schools tended to have somewhat different conceptual structures from Negro students who chose to enter an all-Negro high school, no essential differences in self-concept between the two groups were noted. In a study of
students in segregated and desegregated junior high schools in Oklahoma City, Scott (593) reported no differences either between Negro and white students or between students in segregated or desegregated schools. St. John (567) hypothesized that the greater the average percent of Negroes in schools attended in elementary grades one through nine, the lower the educational aspiration of Negro high school students, but was unable to find support for the hypothesis. She concluded that self-esteem and motivation are just as likely to be found in a desegregated as in a segregated school. Williams (752) found that while no differences in self-concept seemed to exist between Negro preschool boys enrolled in New York City suburban integrated programs, there was a difference between girls. Girls in the urban de facto segregated programs appeared to have lower self-concepts than girls in the integrated suburban preschool programs.

Studies which showed self-concept differences.-- In a comparison of Negro fifth and sixth graders under various conditions of integration and segregation, Meketon (432) found higher self-esteem scores in children attending a de facto segregated school than in children attending a peacefully integrated school; this finding agreed with predictions of the study. Contrary to predictions, however, children attending a school that was integrated under anxiety-arousing circumstances displayed higher self-esteem scores than children attending a peacefully integrated school. In an investigation of a New York City integration program called "Pairing" in which two school populations, one predominantly white and the other predominantly Negro and Puerto Rican, are combined, Strause (649) found that second and third grade children in a
paired school had more positive self-concepts than second and third graders in a nonpaired school. Caplin (92) reported no differences between Negro children attending de facto segregated, long-term desegregated, and newly desegregated schools when self-concept and aspiration related to personal or social qualities were considered. However, the school related self-concepts and aspirations of children attending the de facto segregated school were lower than those of children attending the other two schools. Haggstrom (268) studied segregated and desegregated families in Detroit and concluded that family members of desegregated Negro households tended to have higher self-esteem than did family members of matched segregated Negro households.

Self-concept changes as a result of integration.--The results of a study by McWhirt (410) on the effects of desegregation on a group of tenth grade students revealed that Negro females and white males attending an integrated school increased more in their ratings of the self-concept than did white females and Negro males. In the segregated school situation, Negro males and white females increased more in their ratings of the self-concept than did Negro females and white males. Taylor (662) found that sixth grade Negro and white children reacted differently over the first year period of school desegregation. Negroes tended to decrease in self-esteem following an initial rise while white students tended to increase in self-esteem following an initial decrement. Bienvue (42) reported no significant self-concept changes for male Negro boys from pre- to post-integration.

Negro Identification

Three studies were conducted which tested young children's reactions
to their skin color using the Clark Doll Test. Gregor and McPherson (249) found, using two dolls identical except in skin pigment, that Negro and white six and seven year olds were quite accurate in the identification of the racial traits of the dolls. Only 5% of the Negro children failed to identify with their own racial group. The results of a study by Greenwald and Opperheim (248), which used an additional doll with mulatto skin color, were essentially the same. The researchers concluded that Negro children did not manifest an unusual tendency to misidentify themselves. Butts (88), however, found that Negro children between the ages of nine and twelve, who had impaired self-esteem, perceived themselves less accurately in terms of skin color using the Clark Doll Test than did those who had higher self-esteem.

In a study of "we group" attitudes, Harris (278) reported that Negroes were more likely to view themselves in terms of a racial response while white subjects identified themselves more in terms of a national identity. Roseman (553) found no difference in levels of self-concept, aspiration level, or achievement performance between northern-born and reared Negro children and southern-born and reared Negro children. Results of a study by Webster and Kroger (709) suggested that Negroes with white friends had higher self-concepts although no causal relationships were inferred.

**Sex Variables and Self-Concept**

Studies Showing No Differences Between Male and Female Subjects

Blair (50), Ellzey (173), Fairchild (184), Farls (188), Gay (222), Lampi (359), Mintz (447), Soares and Soares (628), and Williams (725) found no relationship between the sex and general self-concepts of
subjects of various age levels and racial origin.

**Studies in Which Females Had Higher Self-Concepts than Males**

Alexander (4), Bledsoe (51), Bowman (64), Campbell (91), Jennings (371), Lourenso, Greenberg, and Davidson (393), and Washburn (699) all reported girls at various school levels to have higher self-concepts than boys, and Apelian (12) reported girls to have greater differentiation of the various subaspects of self-esteem than boys as grade level increased with the highest differentiation occurring in the ninth grade. The results of Phillips' (514) study of Jamaican men and women led to the conclusion that women in that culture have higher ideal self-concepts than men.

**Studies in Which Males Had Higher Self-Concepts than Females**

Males in a study by Smith and Clifton (621) had more favorable attitudes about their own performance on physical skill tasks than females had about theirs. McDonald and Gynther (407) reported that adolescent males' self- and ideal self-ratings yielded higher scores on dominance while females' ratings yielded higher scores on the love variable.

**Sex Differences in Self-Concept of Ability**

Wylie (740) found that estimates of ability in doing homework were more modest for girls than for boys, and sixth grade girls in Weatherman's (706) study had higher math self-concepts than did boys. Ball (23) reported that high school boys with high ability had higher self-ideal discrepancy scores than boys with low ability while girls with high ability had lower discrepancy scores than girls with low ability.
Factors Relating Only to Self-Concepts of Females

Data from a study by Steinmann, Levi, and Fox (640) led to the conclusion that college women view their own role as almost equally balanced between passive and active elements. Their view of the ideal woman was somewhat more active and self-assertive, but most believed that men want a woman who is extremely passive and who places wifely and familial duties above her own development and who seeks her satisfactions in these duties rather than in her own personal and professional development. Owens (439) concluded that the self-concepts of adult, married women were characterized by a conformity related to developmental processes from adolescence which stress social acceptance and dependency on others for self-identification. In an investigation involving upper middle class married women, Mulligan (465) found that for women who had had no children, self-esteem was related to other role performance and intrinsic marriage while for women who had at least one child at home, self-esteem was positively linked to high other role performance but was inversely related to marital configuration. In general, self-esteem was directly related to other role performance and inversely associated with house role performance. Morgan (457) found that the hypothesis that career women deal with conflicting role expectations by minimizing the differences they perceive was not supported. A woman's position in terms of career or no career, it was concluded, does not seem to influence self and role perceptions in any consistent way.

Factors Relating Only to Self-Concepts of Males

In a study by Riley (548), of third and fourth grade boys, those
who scored low in masculine self-concept were more masculine in their behavior than those who scored high in masculine self-concepts. Speer (632), however, found that male adolescents in tenth, eleventh, and twelfth grades exhibited significantly higher self-concepts than those who were less masculine. At the twelfth grade level, a high degree of self-acceptance was also related to masculinity but no such relationships existed at the tenth and eleventh grade levels. Tenth and twelfth graders who were more masculine were reported to have higher levels of ideal self. Ehrenberg (171) studied masculinity with a group of middle-aged white collar workers and concluded that those whose self-concept was further from the traditional ideal man concept (more impulsive-expressive, individualistic personality traits) and closer to the contemporary ideal man concept (more impulse-restraint and conformity to external societal demands) scored higher on a measure of neuroticism which was interpreted to be an indication of poorer mental health.

Miscellaneous Studies Pertaining to Sex and Self-Concept

Rosenkrantz, Bee, Vogel, Broverman, and Broverman (559) found that sex role stereotypes were clearly defined and agreed upon by both men and women and that the self-concepts of each were similar to their respective stereotypes.

Socioeconomic Status and Self-Concept

No Relationships Found

Dukes (165), Greenberg, Gerver, Chall, and Davidson (247), Kerensky (336), McDonald and Gynther (407), Mayer (426), Nemeroff (475), Pogue (523), Redmond (542), and Silverman (616) all reported no relationship between the variables of socioeconomic status and self-concept in school
Studies in Which Relationships Were Found

Coopersmith (124), Samuels (569), and Sommerville (630) obtained results which related socioeconomic status to self-concepts of school children, with those in the lower social strata reporting the lowest self-concepts. Soares and Soares (628), however, found that not only did disadvantaged school children possess positive self-concepts, but they were higher than the self-concepts of advantaged children.

Miscellaneous Studies Relating Self-Concept to Socioeconomic Status

Carson (98) reported that of a sample of persons applying for vocational rehabilitation, those on welfare, contrary to expectations, did not have lower self-concepts than those not on welfare. Araoz (13) found that lower class Puerto Rican fathers in New York City did not have significantly lower self-concepts than Puerto Rican fathers who had stayed in Arecebo. Wylie (740) showed that estimates of ability in doing homework were more modest for junior high school students of lower socioeconomic status than for those in higher socioeconomic levels.

Religious Affiliation and Self-Concept

Although the findings of Ellzey (173) and Weltha (711) revealed no relationships between religious beliefs or attitudes and self-concepts, Coopersmith (124) reported Jewish children to be more likely to have higher self-esteem than either Catholic or Protestant children, and Catholics in Bieri's (43) study had significantly higher self-concept scores in the area of Love than did Jewish subjects and had significantly higher Love scores than Dominance scores.
CHILDREN'S SELF-CONCEPTS AS RELATED TO FAMILY VARIABLES

Family Factors

Order of Birth, Family Size, and Sibling Comparison

Coopersmith (124) found that although family size per se was unrelated to self-esteem, children who received most attention (first-born and only children) were most likely to be higher in self-esteem. Similarly, Paschel's (504) study with junior high school students reported that those with high self-esteem were generally oldest in the family or were first-born. Zimbardo and Formica (753), however, found that first-born children had lower self-esteem than persons born later in their family although the findings were not at a level of statistical significance, and Maxwell (425) reported that among adolescent boys, only-children had both lower self-concepts and poorer family adjustment.

Brodis (73) in her study of welfare and nonwelfare children concluded that the greatest differences in self-concept existed in families where siblings differed in achievement level.

Family Climate

Results of an investigation by Searles (595) supported the hypothesis that a college student perceiving his home climate to be positive would score higher on measures of self-regard in terms of factors describing his general adequacy as a person. Using female education students as subjects, Mitchel (452) found self-acceptance to be more closely related to the quality of the student's home life than it was to manifest anxiety or neuroticism. Washburn (702) devised and administered a special testing instrument to a sample of adolescent boys.
The results indicated that intra-family tension had a significant effect on the subtests measuring the Inner Controlled Self, the Somatic-Primitive Self, the Integrative-Actualizing Self, and the Detached-Independent Self.

**Marital Status of Parents**

Coopersmith (124) found that mothers of children with low self-esteem reported having been married the greatest number of times. Williams (725) reported no differences in self-concept between Negro preschool boys and girls from father absent homes in urban segregated schools and suggested that in the development of self-concept of Negro preschool boys, the absence of the father may not be as significant a factor as the literature suggests it is for white preschool boys. Interestingly, adolescent boys in Maxwell's (425) study who came from disrupted families tended to have poorer family adjustment and higher self-concepts than those from intact families.

**Employment, Education, and Occupational Status of Parents**

Coopersmith (124) reported that children with low self-esteem were likely to have fathers who had been unemployed for extended periods of time. Maxwell (425) found that advantaged boys had higher adjustment but lower self-esteem as the father's occupational status went up. He also obtained a positive correlation between self-concept and adjustment of lower class adolescent boys when the educational level of the mother or father increased. In Spicola's (634) study of sixth grade boys, self-concept was related to the educational level of the father, while Badgett (20) reported that college students whose fathers had not attended college did not have different self-concepts.
than those whose fathers had.

**Miscellaneous**

Young's (745) investigation of adolescents raised in institutions, foster homes, and normal homes revealed that the differences in feelings of competency, maturity, and physical development were perceived positively by boys in foster and normal homes but were perceived as frustrating by those raised in institutions because institutional life prevented them from enjoying increased freedom in accordance with what they saw as their developing capacities for acceptance of responsibility, for peer relationships, and for independent activities.

**Parent-Child Interaction and Self-Concept**

**Parental Identification**

A study by Bieri (43) revealed no significant differences in self-concept scores as a function of parental identification for eighty-nine males from an enlisted man's army reserve unit. Carlson (93) reported that children whose identification was based upon parental support had higher self-concepts than those who identified with non-supporting parents or those who did not identify with parents. Delinquent high school students were shown by Bobgan (55) to identify significantly less with parental figures than nondelinquents and Ireron (314) reported that psychotic patients had greater deviation in perception and identification with parents than did neurotics who in turn had greater deviation than did normals.

Lockwood and Guerney (386) found that the more a boy identified with his father, the less the boy's self-dissatisfaction, and Suinn (654) reported that self-acceptance of high school boys was significantly
correlated with acceptance of father and that perceived similarity was a significant variable influencing this generalization of self-acceptance. In a study by White (716) high school girls were shown to be more closely identified with mother than with father. Furthermore, those girls who appeared to be adhering to typically feminine roles were more satisfied with themselves and were more closely identified with their parents than those with career interests. Davids and Lawton (139) found a positive correlation between measures of self-concept and mother-concept for both normal and emotionally disturbed eleven year old boys and reported both a higher self-concept and mother-concept for the normal group.

**Parental Characteristics and Child Rearing Attitudes**

Coopersmith (124), Gecas (223), Medinnus (428), Peppin (508), Samuels (569), and Schwartz (589) all found a positive relationship between children's self-concepts and parental characteristics such as acceptance, affection, warmth, love, and understanding. Mote (463), however, found that while child self-concept did relate to mother's satisfaction with child learning, no relationships were apparent between child self-concept and mother's contentment, self-esteem, warmth, restrictiveness, punishment, pressure for independence and achievement, or demands for conformity. In a study by Swanson (657), self-acceptance was related to acceptance by and of parents for emotionally disturbed children but not for normal or learning disordered children. Perceptions of their mother's early academic support was found by Webster (708) to be related to the self-concept scores of adolescents.
Coopersmith (124) found that parents of children with high self-esteem, while strict in their child rearing attitudes, establishing clearly defined limits and enforcing them, were also more democratic, respecting the rights and opinions of their children. Mothers of high esteem children were most likely to employ management procedures in their child rearing and least likely to employ corporal punishment and withdrawal of affection. He also found that children with low self-esteem perceived their parents to emphasize and prize accommodation (obedience, helpfulness, adjustment to others, kindness, good grooming, etc.) more than did children of high or medium self-esteem. The findings of a study by Washburn (699) suggested that parents who are too strict, insufficiently protective, or overcritical may interfere with the attainment of a mature self-concept of their children. Shultz (610) found no relationship between children's self-concept scores and parental scores on authoritarianism.

Coopersmith (124) reported that mothers of children with high self-esteem tended to have high self-esteem. Results of a study by Wilkinson and Worcel (724) revealed a curvilinear relationship between the self-ideal discrepancy scores of college students and the self-ideal discrepancy scores, the self-self discrepancy scores, and the ideal-ideal discrepancy scores of their parents. A study by Kemp (332) reported that children classified as being low in number of personal problems saw themselves as being better adjusted than their parents, while children with a high number of personal problems perceived their parents as being better adjusted than themselves.

Romano (552) found that mothers of retarded children did not
possess lower self-concepts than mothers of normal children, and a study by Medinnus (429) revealed that mothers with high self-acceptance had high child acceptance.

**Parents' Perceptions of their Children**

Mothers of children with high self-esteem in Coopersmith's (124) study were found to believe that their children were about average in effectiveness and in intelligence. Nussbaum (482) found a significant but low relationship between the self-concepts of adolescents with cerebral palsy and their mother's concepts of them in task performance, social relationships, and vocational potential, but not in the area of overall intelligence. In a study by Iazzetta (310), which compared adjusted and nonadjusted girls, adjusted girls had higher self-esteem, saw themselves more like their mother's concepts of them, and expressed feelings of greater acceptance by their mothers than did the less well-adjusted girls. White (716) found some support, although at a low level of significance, for the hypothesis that a congruency between a girl's self- and ideal self-perceptions and the perceptions her parents have of her is related to the girl's vocational interests. He concluded that discrepancies among the girl's and her parents' perceptions were related to the girl's tendency toward masculine interests and career motivations. Results of an investigation by Wyer (739) indicated that both self-acceptance and parental acceptance were related to academic effectiveness in males but not in females. The discrepancy between parents' perceptions of their children, however, related to self-acceptance in females and, in general, to academic effectiveness in both males and females. In Rosner's (560) study of underachieving and
achieving eighth grade boys, the most significant finding was that the
achieving readers tended to perceive themselves as more closely meeting
their mother's demands and were more accurate in assessing how their
mothers actually did perceive them than were the mildly underachieving
readers.

**Parental Involvement in Programs Designed to
Increase their Children's Self-Concepts**

In three separate studies, Birr (47), Brookover (74), and Thomas
(666) each demonstrated that programs involving parental intervention
were more effective in raising self-concepts of ability in school child­
ren than were programs involving other persons such as teachers, counse­
lors, or experts.

**Miscellaneous Parental Studies**

Ohlson (483) showed that resistance of mothers to the placement
of their mentally retarded children in a special education class had
no relation to the child's performance in reading, but was positively
related to his performance in arithmetic, to his score on the California
Achievement Test Battery, to a high behavior score, and to a composite
score which indicated high achievement and behavior. In an investiga­
tion of children with mixed Japanese and Caucasian parents, Dien and
Vinacke (155) reported that male Caucasian-Japanese children had a
significantly smaller ideal-self discrepancy score and consistently
exhibited smaller ideal-father and ideal-mother discrepancies than
either Caucasian or Japanese male children. In addition, the hypothesis
that the self-ideal discrepancy scores would be correlated with discrep­
ancies between the ideal self and the same sex, was also confirmed for
the males.
SOCIAL INTERACTION AND SELF-CONCEPT

Group Variables

Group Identification and Attraction

A study of group unity, group identification, and self-esteem of group members by Zander, Stotland, and Wolfe (748) using college women as subjects, led to the conclusion that the factors which contribute to the perception of the group as a unified whole make the members susceptible to evaluate themselves in accordance with their evaluation of their group. The results of Mannheim's (415) study, in which symbolic interactionist theory of the self was related to reference group theory, provided support for several aspects of social self theory in which group identification is considered instrumental in shaping a person's self-concept. In an investigation by Franke (209) of the relationship between self-esteem and group cohesion, a direct relationship was found between cohesion and self-esteem, especially within religious groups, but the study failed to explain the differences between groups. Persons in Ditte's (158) study who were made to feel well accepted in a group were more attracted to the group than were those made to feel poorly accepted. This difference, however, was significantly greater among persons with low self-esteem than among persons with high self-esteem. The results of Sherwood's (608) investigation showed that changes in self-identity were a function of changes in subjective public identity, which were in turn a function of changes in objective public identity. These changes, however, were dependent upon the differential importance of various peers for the individual, the extent to which peer perceptions were communicated to him, and the individual's
degree of involvement in his group.

**Self-Concept and Group Activity Participation**

Using college students as subjects, Lombard (388) reported that neither self-ideal discrepancy nor self-acceptance was associated with frequency of discussion contribution. Mussén and Porter (469), however, found that college students with positive self-concepts were more effective in instructional group discussion than those with negative self-concepts, and in a study by Mossman and Ziller, V. A. hospital patients who had high levels of self-esteem were more consistent with regard to frequency of participation across group therapy sessions than were subjects low in self-esteem.

**Leadership and Self-Concept**

Two investigators dealt with the relationship between self-concept and leadership capabilities. The first, a study of ROTC cadets by Buss (86), led to the conclusion that effective leaders were more highly esteemed by the group and themselves than were ineffective ones, and that those whose self-esteem was greater than the esteem accorded them by their associates attempted more leadership but were less successful than those whose self-esteem was less than the esteem accorded them by the group. Smith (620) found that those rated by task group peers as emergent leaders did not significantly differ in discrepancy between self- and ideal self-concepts from those rated as nonleaders.

**Interpersonal Variables**

**Acceptance of Self and Acceptance of Others**

Studies by Gauker (221), Ganter (218), and Young (744) generally supported the notion that persons with high self-acceptance display
high acceptance of others. Contrary to prediction, Yamamoto and Wiersma (742) found high self-esteem among student teachers to correlate with intolerance of the physically handicapped and the mentally ill. Jervis (318) reported that self-concepts of college students were not always clearly related to attitudes toward others and Hirsch (298) found that persons with high expressed acceptance of self and low expressed acceptance of others were more ascendant than were persons with low expressed acceptance of self and high expressed acceptance of others.

Acceptance of Self and Acceptance by Others

Guardo (257), Van Evra (679), and Williams and Cole (729) each reported a significant relationship between the self-esteem of elementary school students and social standing in their class and Davis (144) found that preferred old people in a home for the aged had more positive self-concepts than less preferred persons. Miller (443) also found a general correlation between self-acceptance and acceptance by others in school-aged children, but further reported that actual acceptance by others was greater than self-acceptance for the gifted while the reverse was true for the typical.

Apelian (12), Spence (633), and Williams (726), however, were unable to find a relationship between self-acceptance and social acceptance and Gillian and Gillian (235) reported no relationship among second graders on the variables of social acceptance and self-concept of ability in spelling or arithmetic.

Schmuck (579) concluded that perceived social status in a group was more highly associated with self-esteem than actual sociometric status. In a study by Reese (543), acceptance by others and acceptance
by best friend were curvilinearly related to self-concept with the highest acceptance occurring in a group with moderate self-concept scores and the lowest acceptance in a group with low self-concept scores. Acceptance by others was more strongly related to self-concept than was acceptance by best friends. Results of a study by Wurster, Bass, and Alcock (738) resulted in the conclusion that behavior is directed at maintaining and enhancing the self-esteem in the eyes of the esteemed others since they are seen as having the power to reward or punish.

Self Perceptions and Accuracy in Perceptions of Others

In a study by Jones (325), student teachers who were self-accepting had more accurate perceptions of the performance of other student teachers they liked than did student teachers who were less self-accepting. Mueller (464) concluded that self-insight was correlated with accuracy in describing others, and Lower (394) found that self-concepts of college students correlated highly with their perceptions of others. In contrast, Belensky (35) reported that college males who perceived themselves accurately were not necessarily able to perceive others accurately.

Zilaitis (751) asked college students to judge criminality from a series of photos of strangers. Those with more self-consistency displayed greater confidence in their judgment than did those with less self-consistency. Merenda (433) compared students' perceptions of Nikita Khrushchev with their stereotyped perceptions of the ideal self. It was revealed that while Mr. Khrushchev was perceived to possess traits common to the ideal self-image, the perceptions were those of a substantially different personality.
**Subject's Self-Perceptions and Others' Perceptions of Them**

Studies by Burke (85), Dinitz, Mangus, and Pasamanick (157), Shultz (610), and Vaughn (682) were in agreement, showing that a person's self-perceptions were quite similar to the perceptions of him held by others. In a study by Winthrop (734), however, college females were regarded by friends as being better adjusted than they regarded themselves.

In a study by Kirchner (342), self-ratings as well as ratings by counselor, friend, and teacher were found to be predictive of biographic behavior. Wing (73) investigated fifth grade children whose perceptions of self differed from classmate's perceptions of them. Those who rated themselves higher than they were rated by their classmates were generally younger, had lower mental abilities, displayed more misbehavior, and were nonacceptable to their peers. Those who rated themselves lower were average in ability and perceived others much the same as did their classmates. Eubank (180) found that high self-concept students were immature, somewhat conceited and not as well received by adults as were the low self-concept pupils. Morganstern (458) concluded that social desirability was more involved in appraisal of others and by others than it was in self-appraisal. Goslin (241) found that rejected adolescents perceived themselves differently from the way in which they were perceived by their group and were inaccurate in predicting the group's perceptions of them.

**Subject's Perceptions of How Others Perceive Him**

Grierson (250) reported finding a relationship between self-percep-
tions of college students and how they thought others viewed them, and Miller (443) found self-acceptance and assumed acceptance by others to be correlated significantly for typical as well as for gifted children in grades five, nine, and eleven. Alves and Shaw (8), however, found female underachieving high school students to be more negative in their perceptions of how others perceived them than were achievers, while rejected individuals in Goslin's (241) study were more inaccurate in predicting their group's perceptions of them than were accepted persons.

Perceived Similarity and Attraction to Others

Griffitt (252) found that subjects were more attracted to a stranger whose self-description was similar to their own than to one whose self-description differed from theirs, and Jones (325) reported that self-accepting persons rated more favorably those who had traits perceived to be similar to their own. The results of Painter's (493) work confirmed the Heider balance theory hypothesis of a relationship between perceived similarity and social attraction. Kipnis (341) found that individuals perceived themselves to be more like their friends than others they liked less well. Subjects who perceived friends to be unlike themselves changed their self-evaluations more than did those with friends perceived as being like themselves and subjects who perceived more negative traits in their friends than they did in themselves were found to have unstable relationships. Cutchins (137) expected subjects who were low in self-esteem to identify more with persons who were successful in a task in which the subjects were similarly engaged than persons high in self-esteem. The results, however, showed trends in the opposite direction. Kemper (333) found no relationship between
self-concept categories and items describing four significant others as indicated by a sample of business executives.

Identification and Matching

Contrary to expectations, subjects in Cutchin's (137) study who were low in self-esteem did not identify with other persons who were successful in tasks in which the subjects were also engaged any more than did those with low self-esteem. In fact the data suggested trends in the opposite direction. In one investigation, Stotland and Cottrell (647) found that not only did subjects tend to rate their own performance and actually perform a counting task in ways more in line with a model's ostensible level of performance after interaction with the model, but that the effect was even more pronounced with subjects high in self-esteem than it was with subjects of low self-esteem. Stotland and Hilmer (648) reported that subjects who identified with a model on one trait tended to identify on a second perceived trait, with low self-esteem subjects being the most susceptible.

De Charms and Rosenbaum (145) found that subjects who were low in self-esteem tended to match the responses of others to a greater extent than did high self-esteem subjects. Rosenbaum, Horne, and Chalmers (555) reported essentially the same results except that level of self-esteem was related to performance only when matching was instrumental to successful performance.

Affiliation

Zimbardo and Formica (753) discovered a negative relationship between self-esteem and affiliation although the finding did not quite reach a level of statistical significance. Walster (694) found that in
a group of women who were introduced to a handsome man and who subsequently showed romantic interest, those whose manipulated self-esteem was lowered liked the man better than those whose self-esteem was raised.

Attribution of Traits

Subjects in a study by Secord, Backman, and Eachers (599) who were led to believe they possessed a trait they negatively valued, removed the imbalance or inconsistency by attributing the trait to a friend. Strider (651) concluded that the attribution of traits to another is a function of incongruence between self-evaluation and reality and some minimal awareness of this incongruence.

Miscellaneous Interpersonal Variables

Fitzgerald (201) reported that in general, college women with low self-esteem had the greatest social distance in terms of assumed similarity to others in comparison to subjects of median or high self-esteem. Hicks (295) found that those with high need for social approval had the greatest divergence between private self and social self. Gerard (228) concluded that self-appraisal was influenced by comparing one's performance with the performance of others. Merrill (439) was unable to produce a relationship between self-concept and confirming experiences as discussed in humanistic psychology.

SELF-CONCEPT AND EDUCATIONAL FACTORS

Self-Concept as Related to Academic Achievement

Self-Concept and Academic Achievement as Determined by Achievement Tests

Studied by Anastasiow (9), Blair (50), Butcher (87), Campbell (90), Campbell (91), Caplin (92), Carroll (97), Lamb (356), Meyers
(440), Milner (446), Ozehosky (490), Spurgeon and Williams (636), White (715), and Williams and Spurgeon (729), while varying in grade level, race, and sex of the sample, all dealt with school children from kindergarten to senior high school and showed a correlation between general self-concept and academic achievement as determined by achievement tests. Renbarger (545) showed similar results using a group of disadvantaged adult women who were students in a clerical training program.

**Self-Concept and Academic Achievement as Indicated by Grade Point Average**

This group of studies related self-concept to academic achievement using grades as the criteria for judgment. The majority used high school students as subjects although a few involved college students. Included were studies by Alexander (4), Alves and Shaw (8), Ball (23), Binder (45), Bruck and Bodwin (80), Combs (120), Coopersmith (124), Farls (188), Fink (196), Hughes (304), Irvin (315), Lucas (395), McDonald (406), Paschal (504), Quimby (536), Reiss (544), Roberts (550), Shaw and Alves (604), and Shaw, Edson and Bell (605).

**Self-Concept and Reading Achievement**

One study by Guiliani (236) found self-concept to be positively related to reading readiness for kindergarten children. Twelve other research studies, including those by Bricklin (71), Carlton (95), Clifford and Wattenberg (109), Dowd (162), Lamy (360), Lumpkin (398), Marasciullo (416), Moffet (454), Padelford (491), Spicola (634), Wattenberg and Clifford (704), and Zupan (757), reported correlations between self-concept measures and level of achievement based on reading proficiency using subjects whose grade level ranged from first through seventh grades.
Self-Concept of Ability and Academic Achievement

Alexander (4), Borislow (59), Bowen (63), Brookover (74), Dyson (169), Faris (188), Haarer (265), Miller (441), Mullihan (466), Payne (505), Schneider (580), Sproull (635), Stillwell (643), and Weatherman (706), while using different samples of students from sixth grade to college level, all reported a positive correlation between self-concept of ability and academic achievement as indicated by either achievement tests or grade point average.

Brookover, Thomas, and Patterson (75) found that specific self-concepts of ability related to specific areas of academic performance which differed from general self-concept of ability. Stillwell (643) reported specific self-concepts of ability in reading and arithmetic to be related to achievement in reading and arithmetic for sixth graders, Hayes (285) found arithmetic self-concept to be positively related to arithmetic achievement also with sixth graders, and studies by Ketcham (337) and Sopis (631) both showed reader self-concept to be positively related to reading achievement. Nonpromoted male elementary students were shown by Johnson (320) to have lower self-concepts of ability than promoted students. Ringness (549) reported that self-estimates of ability of fourth graders were highest for bright children, followed by retarded children, and then by those of average ability. Self-estimates of ability of mentally retarded children were generally more highly overestimated, less realistic, and less reliable than those of average or bright children.

Self-Concept of Ability and Actual Ability

Densley (150) reported that eleventh grade boys' perceptions of
their own aptitudes were quite similar to their actual aptitudes.

Kakkar (327) found a relationship between self-estimates of ability to perform on an essay test and actual achievement using college psychology students as subjects. In a study by Moses and Duvall (461), college students with high self-discrepancy scores tended to underestimate their performance on a task while students with low self-discrepancy scores overestimated theirs.

**Self-Concept and Academic Aspiration**

Denmark and Guttentag (148) found that self-ideal self discrepancy scores of college students varied inversely with the amount of time and effort spent in pursuit of college educational goals. Level of educational aspiration in studies by Herriott (292) and Gergen and Morse (229) of high school students was correlated with both level of self-assessment and level of expectation perceived from significant others. Mitchell's (451) study of female education majors showed that self-rejectant subjects had smaller discrepancies between previous grades and present level of aspiration, and tended to exceed expected grades while the self-acceptant subjects consistently overestimated theirs. Thomas (664) found a positive relationship between self-image and achievement aspiration for a group of dentists.

**Studies In Which No Relationship Between Self-Concept and Academic Achievement was Found**

A number of studies, including those by Badgett (20), Birr (47), Dwyer (168), Gustav (261), Guthrie (262), Hagadone (267), Kempf (334), Neveroff (475), Nicholson (480), Peters (512), Schwarz (590), Scott (594), and Young (744), reported no relationship between general self-concept and academic achievement using various student samples from
kindergarten to college level. Dukes (165) and Levinson (378) studied the relationship between self-concept and reading achievement with fifth graders and eleventh graders respectively, and reported no correlation between the two variables. Using college freshmen and sophomores as subjects, Mulliken (466) found that those who were overachievers in high school had poorer self-concepts of ability in college than either achievers or underachievers in high school.

Ashby (16) found no significant differences between low self-concept and high self-concept eight year old children in the amount of learning in a church school as determined by teacher evaluation. In a study of boys and girls, aged nine to seventeen, who were enrolled in a remedial reading program, Kirschner (343) reported no appreciable relationship between self-concept and achievement in reading, arithmetic computation, or problem solving. Gifted college students in a study by McIntosh (409) did not have greater self-concept scores than honors or average students and honors students did not have greater self-concept scores than average students. High ability college freshmen in Nauss's (473) study did not have more accurate self-concepts than did near high ability students.

**Self-Concepts and School Dropouts**

Beaird (32) and Fifield (195) reported that in general dropouts from high school did not differ in self-concept from those who did not drop out, while Herman (291) found no difference in self-concepts of matriculating and nonmatriculating high school students.

**Miscellaneous Studies Relating Self-Concept to Academic Achievement and Learning**

Freer (212) tested college freshmen immediately preceding entrance
to and halfway through the first term, and concluded that while self-concept remained relatively stable for all students, ideal self changed with academic success or failure as indicated by grades. In a study of ninth grade boys and girls, Friedman (214) found achievement levels in general did not provide a useful dimension upon which differences in self-disparity scores could be evaluated. The results of a study by Gay (222) indicated that the relationship between self-concept and academic achievement was greater and more significant than was the relationship between self-concept and intelligence for eighth grade boys and girls. Boys and girls, aged seven to fourteen, who applied to a reading study center were shown by Henderson, Long, and Ziller (290) to be highly dependent on others as indicated, in part, by their responses to a self-social measuring device. In a study by Wickersham (720), third and sixth graders were more inclined toward positive views of self in relation to grades and report cards than they were toward negative views of self, with third graders being somewhat more positive than sixth graders.

Kicklighter (339), in an experimental study of self-concept and learning, found no correlation between self-concept and immediate recall of wordlists in a group of college students while Wink (731), using mentally retarded subjects, reported that those with high self-acceptance did better on a paired associates learning task than did those in the low self-acceptance group.

Student Self-Concept as Related to Factors Other Than Academic Achievement

Student Self-Concept and Student Role

Self-perceptions of oral skills of fifth graders were assessed by
Heisey (287) and found to be related to school adjustment as determined by teachers' ratings and by self-report. In a study by Lamb (356) fifth grade girls who perceived student role expectations in congruence with faculty perceived student role expectations tended to report a greater congruence between self and ideal self while no such relationship was found for fifth grade boys. Scott (594) found no differences in lower or middle class high school students or between boys and girls in terms of the proximity of self to perceived adult roles as indicated on a 100 item Q-sort. Seymour (602) reported no differences between the way in which high and low achieving college students perceived the role of the student. Agreement between the subjects' perceptions of themselves and of the successful student was related to satisfaction but not to grades.

In an investigation of college students' self and "we-group" attitudes, Harris (277) reported that 96% of all subjects responded in terms of student self-identity rather than family self-identity. In a study of the self-perceptions of college students by Merenda and Clarke (437), most respondents portrayed a stereotype of the college student as a warm, friendly, relatively passive and moderately conforming person. In a second study by Merenda and Clarke (436), college students also displayed a stereotyped set of self-perceptions characteristic of a relatively passive, nonaggressive, socially confident person.

In a comparative investigation of college seniors in different major areas, Martin (422) could find no differences in self-acceptance or acceptance of others between students in chemistry, music, and physical education. Poland (524) found that successful nursing students,
as determined by peer ratings, tended to show a smaller discrepancy between self and ideal-nurse concepts and a larger discrepancy between ideal-self and average-nurse concepts than did less successful nursing students. In a comparison between male graduate students in administration, education, and theology, Nicholas (477) concluded that theological students, in comparison with the other academic samples, maintained a significantly lower level of self-acceptance.

Parsons, Yourshaw, and Borstelmann (502) tested two samples of college students on two widely separated campuses and concluded that there was a consensus as to the empirical definition of the ideal self which was shared by males and females and which changed little if any over a seven year period.

Student Self-Concept as Related to Teacher Variables

Teacher evaluation of students.--Teachers' perceptions of kindergarten children, according to the results of a study by Ozehosky (490), were predictive of achievement and were congruent with the self-perceptions of the children. Burke (83) found a positive correlation between teachers' perceptions of Negro third graders' self-concepts and their actual self-concepts, but the correlation did not reach statistical significance. In a study by Bolea (57), fourth, fifth, and sixth graders who were nominated by their teachers as possessing negative self-concepts were shown to have greater congruence between self and ideal self. Courson's (127) study of high school seniors also showed a correlation between student self-concept and teachers' perceptions of them. Richardson (546) found that teachers' estimates of students' mental ability related to the student's own self-concepts of intelligence and mental health.
In contrast with the above findings, Marascuillo (416), working with normal, retarded, and disturbed second graders, found no relation between teachers' ratings of adjustment and student self-concept. Similarly, Grierson (250) was unable to relate self-concept scores of adolescents to behavioral rating scores made by teachers.

Davidson and Lang (140) found that children's perceptions of teachers' feelings toward them were related to their own self-concepts, behavior patterns, and social class standing.

In Dolea's (57) study, disadvantaged elementary students whose teacher was enrolled in a Child Study Program gained more in self-regard than those whose teachers were not in the program.

Teacher attitudes and practices.---In a study by Blume (54), teachers who evaluated themselves positively and who were democratic in their teaching were considered influential in promoting positive self-evaluations in their pupils. This effect was found, however, more at the elementary than the secondary level. Fifth and sixth grade teachers in McCallon's (403) study rated themselves significantly lower in esteem than they rated the student they considered most desirable to teach. Also, teachers who rated themselves high in self-esteem, rated the student considered most desirable to teach significantly higher in esteem.

Whitt (719) found teacher attitudes toward pupil self-concept to be related to pupil behavior and achievement. The results of a study by Perelli (509) suggested that the effect the teacher has on the student's self-concept varies with such factors as sex, father's occupational status, IQ, marks, and grade failure. Furthermore, student self-concept
was related more to the student's perception of the teacher's behavior rather than to the teacher's behavioral intent.

Hagadone (267) concluded that teachers have a very incomplete conception of the factors that go into the self-realization of children. In an investigation of the effects of social reinforcement, Firme (198) found that Mexican reward was most effective in raising self-concept scores of Mexican-American children. This led to the conclusion that to effect self-esteem change, reinforcement must vary according to the cultural values of the child.

**Teacher Self-Concept and Related Factors**

**Teacher Age, Sex, and Experience**

A study of elementary teachers by Esch (178) revealed that those with five to eight years of experience in their present schools had the most negative self-concepts, but saw others as having more positive self-concepts than themselves; that those who were thirty-six to fifty years of age had the most negative self-concepts and felt others also had negative self-concepts; and that male teachers had a higher average portion of their number who were accepting of self and who felt others to be accepting of themselves. Stringfellow (652) reported higher self-concepts to be associated with teachers who were twenty to thirty-five years of age, were male, had four to six years of professional training, were secondary teachers, and had one to fifteen years of experience.

**Effect of School Climate, Organization, or Location**

The data from a study by Brust (81) supported the hypothesis that there would be significant relationships between school organizational climate and factors of teacher self-concept. A group of teachers in an
elementary school experiencing a major educational reorganization involving a shift from traditional teaching to a more innovative program were compared by Coats (111) with teachers who continued to teach in a traditional manner. Teachers participating in the new program evidenced a significantly greater self-concept change than those in the traditional school. A comparison of the self-concepts of elementary teachers in an innovative school with those of teachers in a traditional school by Purkey and Persons (534) revealed that those in innovative schools had higher self-concepts.

A study by Davis (143) showed urban teachers in Mississippi to possess greater self-concepts than did rural teachers.

**Teacher Attitudes and Beliefs**

In a study of elementary and secondary teachers, Lawrence (365) found teacher self-acceptance to be related to acceptance of children and to liberal social beliefs but not to progressive educational attitudes, consistency of social beliefs, or consistency of educational attitudes. Queen (535) reported teachers of high self-concept to be more supportive toward ghetto children and Stringfellow (652) similarly showed teacher self-concept to be related to lower manifest anxiety and to acceptance of Negroes.

**Teacher Effectiveness**

Esser (179) found a positive relationship between the self-concepts of elementary teachers and ratings of effectiveness made by the school administration. In a fifth year college teacher education program teachers with high self-concepts were reported by Good (239) to be more effective as judged by the program faculty.
Miscellaneous Factors

Teachers with a high discrepancy between verbal behavior and their perceptions of that behavior were reported by McCall (402) to have changed their total perceptions and perceptions regarding teacher talk significantly more than low discrepancy teachers as a result of a verbal feedback treatment. Barck (25) found that teachers who were accepting of a self-appraisal inservice training project were less threatened than those who rejected it. A program of inservice education for teachers called "Team Planning" was reported by Norin (481) to be ineffective in changing teacher self-esteem. In a study of teacher aids, Falk (186) found both self-concept and vertical mobility aspiration to change concomitantly over a three month period.

College Education Majors and Student Teachers

Chansky (103), in an investigation of the self-concepts of education students and the set of values they believe give direction to the behavior of teachers, found that those with positive self-concepts had values centered on the child, those with negative self-concepts had values centered on the classroom, and those with inconsistent self-concepts had teacher centered values. A study by Zacharewicz (746) indicated that teaching candidates whose test scores showed them to have effective teacher-pupil attitudes judged themselves to be higher on traits such as Emotional Stability, Ascendance, Objectivity, Friendliness, and Personal Relations than did those whose scores showed them to have ineffective teacher-pupil attitudes. Feshback and Beigal (194) found positive correlations between education students' perceptions of the Ideal Child and their own self-concepts and ideal self-concepts. Smith
(623) reported that as expectations of education students for children's behavior increased, acceptance of self and self-concept both increased to a point where they then decreased, while self-discrepancy decreased to a point and then increased. These findings were interpreted as supportive of the theory that self-attitudes and attitudes toward others are related. Walker (692) studied elementary student teachers' self and self-other concepts and concluded that some subvariables of these concepts are related to perceived student teaching success, age, and teaching experience. In an investigation of the adjustment, personality, and self-concept of beginning education students, Hammachek and Mori (272) concluded that contrary to some previous studies, neither male nor female teachers were more deferring, orderly, abasing, or socially inept than the general population norms. Female elementary majors did score lower on academic self-concept than both female and male secondary education majors. In a study by Dumas (166) student teaching was generally associated with a positive self-concept for students in English and negative for students in physical education. Students who worked with slow learners also displayed positive self-concepts. The primary finding of a study by Lantz (363) was that the self-concept scores of women elementary student teachers changed over a six month period of student teaching to a significantly lower status on the Skeptical-Distrustful, Modest-Self-effacing, and Cooperative-Overconventional dimensions of interpersonal behavior.

Hatfield's (280) study revealed a positive relationship between self-concept and success in student teaching as determined by ratings of trained observers. Picht (518), however, reported that student
teachers' self-concept scores did not predict ratings of effective student teaching as judged by supervisors. In a study of the use of Interaction Analysis in evaluating student teacher behavior, Seidman (600) reported that teachers with high self-concepts displayed less teacher talk and more indirect teaching methods than student teachers with low self-concepts.

**Effects of Schools and School Programs, Courses, and Practices on the Self-Concepts of Students**

**School Curriculum and Climate**

An inservice program for school staff and parents of children in an elementary school was reported by Becker (34) to have been effective in increasing the climate in the school which, in turn, raised the self-concepts of the children. Wiesen's (721) study showed that self-concepts as learners of ten and eleven year olds varied in relation to organizational climate in the classroom. Sommerville (630) found that student self-concepts were higher in open than in non-open low socioeconomic schools, but that student self-concepts were not related to degree of openness in high socioeconomic schools. Johnson (321) reported that changes in various degrees in self-concepts were found among first year primary students in large size or small size classes with greater differences of change between small classrooms and large classrooms being noted for boys than for girls. Spence (633) found no relationship between student self-concept and type of curriculum pattern in a junior high school. Jennings (317) reported no relationship between junior high school students' self-concepts and the type of core programs or the teaching methods used in their classes.
Pugh (531) found that students who were attending a nonvocational high school but who had vocational interests tended to change toward a more negative self-concept over a four month period while students attending a vocational high school increased in self-concept. Vocational students in Silverman's (612) study saw vocational schools as inferior to other high schools but did not, themselves, have lower self-concepts.

Ability Grouping

Mann (413) found that fifth graders who were placed in low ability groups used negative words to describe themselves while those in high ability groups used positive words to describe themselves. In a study by Borg (58) random grouping was found to be most consistently related to self-acceptance for pupils at all ability levels and over most grade levels, four through nine. Olavarri (484), however, found that lower ability junior and senior high school students had higher self-concepts in homogeneous classes than they did in heterogeneous classes. High ability students only slightly favored grouped setting.

Sarthory (571) found that self-concept of sixth graders in a large metropolitan area was not affected by grouping, and Bacher (18) reported that special classes for slow learners did not produce higher self-concepts when compared to slow learners in regular classrooms. Similarly, Dyson (169) concluded that ability grouping alone did not appear to have a significant effect on either self-acceptance or self-concept of seventh grade boys and girls. In another study of ability grouping, Wilcox (722) found that as a whole students' self-concepts were not affected but students with IQ's below ninety had more positive self-concepts.
when homogeneously grouped.

Special Educational Programs

School programs resulting in a change in student self-concept.---Prows (530) reported that a program designed to help teachers foster positive self-concepts in fourth graders through the use of two experimental approaches in reading resulted in the increase in students' self-concept but no change in their reading ability. A special teacher-child involvement program in a disadvantaged school was reported by Coleman (118) to have reduced negative self-concepts in fourth, fifth, and sixth graders. Geisler (224) found that Project Upward Bound students had greater self-concept and achievement increases than did another low income group of students who did not participate, and Kostiuk (353) reported that a large metropolitan gray areas project in a school for disadvantaged elementary and junior high school students resulted in significant changes in self-concept and other attitudes. A program of self-direction dramatization in several elementary school classrooms was reported by Carlton (95) to have resulted in self-concept increases. Stephens (641) observed that a change from a traditional to a child centered program resulted in an increase in self-concept in relation to interpersonal adequacy, academic adequacy, and total self-concept for sixth graders and academic adequacy for fifth graders. Frankel (210) reported a high school summer institute to be successful in increasing self-reliance and self-satisfaction.

School programs which did not result in a change in student self-concept.---In a study by Killough (340), third grade students experiencing an abrupt change from a traditional educational setting to an inno-
vative, nongraded, team-taught learning situation did not gain greater scores on measures of self-concept than did those who experienced no such change. Bibliotherapy, an interaction between economically dis-advantaged children and characters in children's literature who also experienced financial difficulties, was reported by Ponder (526) to have had no effect on the self-concepts of a group of fifth graders. In Herskovitz's (293) study, an experimental educational-vocational re-habilitation program failed to change self-concepts of potential high school dropouts. Two experimental secondary school group treatments, one called the "Warm Teacher" treatment and the other the "Peer Leader" treatment were both unsuccessful in influencing student self-concepts according to a report by Engle (174). Dwyer (168) reported no self-concept changes between kindergarten boys and girls or between children with authoritarian or permissive teachers as a result of their participation in a program of Primary Prevention. In a study by Olsen (485), a program of enrichment tutoring did not affect the self-concepts of the male elementary students being tutored although their teachers reported observing increased self-concepts. In an investigation by Freyberg (213), fifth graders who had been semi-tutors to second graders did not indicate an increase in self-concept as a result of their experience. An experimental art program by Hine (297) failed to raise the self-esteem of the sixth graders who participated. No significant self-concept changes were noted by Scharf (575) for students who participated in a mental hygiene program involving viewing and discussing five films. Similarly, Smith (622) found that units taught on health and good groom-ind did not result in more positive self-concepts for eighth grade
subjects.

Four special seminars of mixed racial integration composition dealing with values, morals, etc. were reported by Bass (31) to be ineffectual in changing the self-concepts of ninth grade students. In Banks' (24) study, a television program designed to produce positive self-concepts in culturally deprived fifth graders was effective in doing so only for white boys and not for white girls or Negro boys or girls. Brown (78) reported that boys and girls who attended a summer enrichment program did not change in self-concept, but in general decreased in academic achievement.

In an experiment by Thomas (666), designed to increase the self-concepts of ninth grade students, programs were designed which involved parents, an expert, and a counselor. Only the programs involving parents were successful in raising self-concepts of the students. In a similar study, Birr (47) showed that seventh and eighth grade students in a program involving parents gained more in self-concept than did a group involving a teacher or a control group.

**Special Programs Outside the School**

Job Corps Trainees, consisting of culturally deprived youth sixteen to twenty-one years of age, were reported by Marin (418) to have changed more in terms of self-concept and ideal concepts than self-esteem as a result of their participation in the program. Davidson (141) found that structured and unstructured summer camps were both effective in producing positive changes in the self-concepts of children but each produced changes on entirely different items. A feminine role socialization program of hair styling, exercises, diet, clothes,
etiquette, etc. for adolescent delinquent girls was reported by Cole, Oetting, and Miskimmins (117) to be successful in changing self-concepts to be more positive. In a study by Clifford and Clifford (110), the results of an Outward Bound summer camp experience for boys sixteen to twenty-one years of age showed an increase in self-concepts and more self-ideal congruency, but no increase in ideal self-concept.

Flemister (202) found that participation in the Chattanooga Youth Corps had no effect on the self-concepts of the participants. Ashby (16) also reported no self-concept changes in a group of eight year old students as a result of special teaching techniques used in a church school.

**Remedial Programs**

A Reading Instruction Program was found by Smith (626) to be more effective in raising both self-concepts and reading ability among fourth, fifth, and sixth grade low readers, than was a Personal Interaction Group program. In another study of children with reading difficulties, Seay (597) reported that as a result of their experience in a remedial reading clinic, boys in grades four to seven improved in social and total self-concept but not in personal self-concept. Three experimental approaches involving remedial reading, creative dramatics, and a combination of the two were all found by Allen (6) to be effective in raising the reading level and creativity of Negro fifth grade students but no conclusions could be drawn regarding self-concept changes. In Schwyhart's (591) study, ninth grade readers had low self-concepts which did not improve over a nine month reading program. Walton (695) found that while third graders in special reading classes as a rule did not have self-
concepts as high as other third graders, those who made the greatest reading gains also displayed increased self-concepts.

**Programs for the Educable Mentally Retarded**

Schurr (587), Wilcox (722), and Mayer (427) all reported that special placement of educable mentally retarded children was associated with positive self-concepts. Carroll (96), however, reported that educable mentally retarded children in partially integrated classrooms (one half day segregated and one half day integrated) had more positive self-concepts than those who were completely segregated. Knight (344) found that educable mentally retarded children, whether in regular classes or special classes, did not differ a great deal in self-concept, while Lambeth (357) reported institutionalized educable mentally retarded children to have the same self-concepts as educable mentally retarded children but that those in institutions generally presented more behavior problems.

Several programs were found to be successful in increasing self-concepts of educable mentally retarded children. Ghannad (230) found that mentally retarded boys who were given an opportunity to interact with adult males improved in self-concept and sex role identification. Experimental groups of educable mentally retarded adolescents in a summer camp were reported by Steel (637) to have gained in self-concept as a result of their experience but the self-concept gain did not last beyond the first semester of school. Beals (33) found that educable mentally retarded children who were exposed to a program of expression stimuli gained in self-concept and a creative art experience for mental retardates fourteen to eighteen years of age was reported by Crawford
(132) to have produced an increase in self-concept on one of two self-concept tests administered.

Miscellaneous School Programs

In an investigation by Phillips (517), no relationship was found between student activity participation and self-concept when boys and girls were considered as a whole. For boys alone, however, relationships were found between self-concept and participation in athletics and music. Wilkin (723) reported that interscholastic competition did not affect the total self-concept of seventh graders who participated. No differences were found by Lambright (358) in the self-concepts of physically disabled students placed in special school classes when compared with physically disabled students in regular school classes. In a study by Harric (276), no relationship was found between student's beliefs about their junior high school and either curriculum, self-other concepts, or socioeconomic status. Self-acceptance, in an investigation by Graham and Barr (242), was shown to be correlated with acceptance of one's college.

College and Adult Education Programs

Teacher Education

In a study by Bostwick (62), five experimental groups of education students experienced treatments ranging from high degree of interpersonal interaction to authority centered lectures. Self-concept was found to increase with degree of interpersonal interaction. The self-concepts of education students, teachers participating in the Maryland Child Study Center, and a group of regular classroom teachers were measured by O'Neil (486) for three consecutive years. While self-concepts improved
for all three groups, regular teachers had the highest self-concepts while child study teachers had the lowest at the end of the three year period. Donoian (161) found that as a result of an educational workshop, closed-self persons were more affected in terms of personal growth and self-perception than were open-self persons. Prospective elementary school teachers who had had an opportunity to teach children in a laboratory situation were found by Fischer (199) to have gained more in openness than students who had taught their peers or who had merely prepared an annotated bibliography. No conclusions however, were drawn regarding self-concept change.

Soffen (629), Nichols (479), and Whitcomb (714), however, found self-concepts of education students to be unaffected by an innovative teacher education course, by a tutoring program, and by a sensitivity training program respectively.

Counselor Training Programs

Neither of two types of group counseling training devices, T-Group, and Group video recall, was found by Cerra (101) to be effective in raising self-perceptions of counseling students. Winkler, Munger, Gust, and Teigland (732) reported that guidance institute members had more higher initial acceptance of others and similarity to others and made greater self-acceptance scores than did a group of controls who did not attend the institute. Effective counseling in a study by Thomas (665) was not related to self-disclosure but was related to changes in self-concept as a result of a counseling institute.

Other College Programs

A basic encounter group experience was reported by Lee (369) to have
helped college freshman underachievers to increase their self-concepts. Self-concepts of college students were reported to have increased as a result of a reading clinic in a study by Fennimore (192), and Biles (44) found that each of two experimental approaches in physical education was effective in raising self-concepts of female students compared to a control group who did not participate. Denmark and Guttentag (149) found that women accepted into an over thirty age group in college had low self-discrepancies which became even lower after one semester compared to controls who were not accepted.

Subjects tested in a study by Hoff (299) did not improve in self-concepts as a result of being in a general psychology class. Four types of communication strategies designed by Redlo (541) to generate self-awareness and self-insight failed to increase self-acceptance of college psychology students over a three week period. Schaar (573) reported that five types of supportive relationships for low achieving, unsuccessful college freshman English students did not increase self-concepts but did increase academic success for those with low self-concept and low academic achievement history. Bisland (48), studying college freshmen's reasons for enrolling in an Effective Study Course, found that reasons correlated with self-concepts for one group but not for a second group.

Miscellaneous Educational Programs

Imbler (313) compared the self-concepts of three groups of labor union men: those who attended classes in a twelve week Resident Labor Education Program and received participant training, those who attended class but did not receive participant training, and those who were not
accepted into the program. No differences were found. Monson (455) reported an increase in self-concept scores of adult males who attended an Agri-Business school. Students who were successful in a reading program for Navy recruits with reading difficulties were reported by Leffingwell (371) to have gained in self-confidence and self-esteem. Along with these increases in self-factors, reading ability increases were accompanied by more negative feelings toward the Navy.

ADJUSTMENT AND SELF-CONCEPT

Studies Showing a Relationship Between
Self-Concept and Adjustment

The results of studies by Coopersmith (124), Fuster (217), Hyman (309), Rabinowitz (537), Rosenberg (557), Sebastian (598), Spurgeon and Williams (636), and Zahran (747) were essentially in agreement in indicating a positive relationship between self-concept and adjustment, with persons possessing low self-concepts displaying the lowest level of adjustment.

Cole and Oetting (116) and Jervis (318), however, found that high reported self-concept might be found among both high and low adjusted persons, suggesting that the relationship between self-concept and adjustment is curvilinear rather than linear.

Two researchers, Grigg (253) and Martino (423), were unable to find a relationship between self-acceptance and adjustment in college students.

Self-Concept and Defensive Behavior

Studies Showing a Relationship Between
Self-Concept and Defensiveness

Lampl (359) found persons with high self-esteem to be significantly more defensive than persons with low self-esteem. Veldman (683) found a
negative correlation between self-ideal discrepancy and defensiveness. Wylie (741) reported persons with low self-esteem to be more apt to employ the defense mechanisms of rationalization and projection than high self-esteem persons. In a study by Dittes (159), low self-esteem college freshmen who were situationally threatened were more impulsive in the defensive maneuver of closure in making complex judgments than those with high self-esteem.

Repression of Experience Discrepant with Self-Concept

Thayer (663) reported that subjects looking at ambiguous stimuli in the form of inkblots, which could be interpreted as two different objects, saw self-image confirming objects more often and at a faster rate than they saw self-image disconfirming objects. Well-adjusted sixth grade boys in a study by Perry (511) admitted to a greater number of self-damaging statements presented than did maladjusted boys. The degree of recall of self related items on an adjective checklist was reported by Swinn, Osborne, and Winfree (656) to be a function of the degree to which the items were consistent or inconsistent with the person's self-concept. Subjects in a study by Millimet (444) learned a list of threatening and nontargeting words and then were exposed to a threatening situation. A word recall test showed that while all subjects were characterized by an avoidance of words associated with threat, no recovery of these words was noted after the removal of the threat. Horowitz (301) asked elementary, high school, and college students to recall embarrassing experiences and reported that as age increased, there was an increased attempt to keep from awareness those experiences which failed to enhance the self-concept. A study by Lomont
(389) of college engineering students failed to uphold the theory that experience discrepant with self-concept is suppressed.

**Attribution of Blame to Others**

Laxer (366) reported that subjects who blamed themselves had lower self-concepts than those who blamed others and Wright (736) found that people are more likely to attribute responsibility to others for both positive and negative social events when they have low self-acceptance or are more rigid in their conceptions of themselves.

**Self-Concept and Miscellaneous Defensive Behaviors**

Crary (130) found that an incongruent experience (success for low self-esteem individuals and failure for high self-esteem individuals) led to defensive behavior and subsequent inability to solve certain kinds of problems. Results of a study of mentally retarded women led Guthrie, Butler, Gorlow, and White (264) to the conclusion that their self-concepts were mostly designed to protect the self rather than to gain approval through achievement. Roth (563) found a direct relationship between defensiveness in the self-concept as a reader and relative performance in a reading improvement program. Szymanski (659) hypothesized that education students with unfavorable attitudes toward the school of education who had positive self-concepts would increase in subject matter identification when exposed to dissonance increasing information while those with negative self-concepts would decrease, but was unable to find support for his hypothesis. From a study of college girls trying to become sorority members, Slagle (618) concluded that persons who evaluate themselves higher than others evaluate them use particular mechanisms to maintain the discrepancy whereas those who
underrate themselves do so, in part, because they have come to use defenses which have the effect of lowering their self-esteem.

**Self-Concept and Anxiety**

A number of studies, including those by Bledsoe (51), Chow (105), Feldhusen and Thurston (191), Horowitz (302), Imbler (313), McDonald (406), Murphy (467), Parsons, Peterson, and Davids (501), Phillips, Hindsman, and Jennings (516), Pilisuk (521), and Suinn and Hill (655) reported self-concept to be negatively related to anxiety with low self-concept individuals displaying the highest levels of anxiety.

Salisbury (568) found self-estrangement or the sense of losing identity to be more strongly related to anxiety than to any other variable. Induced anxiety in an experiment by Sherrill (607) did not lead to changes in the self-concept. A study by Guerney and Burton (258) revealed that the more a college woman saw herself as characterized by Dom (dominance minus submission score), the less she tended to be anxious.

**Aggression and Hostility**

Toews (671) found that in general, high self-esteem adolescent subjects had less overt hostility than low self-esteem subjects, and Veldman and Worchel (684) reported that self-accepting subjects, following an experimentally induced frustration, showed fewer displaced hostile attitudes than did those with higher self-ideal discrepancies. The hypothesis of a negative relationship between self-esteem and hostility was tested by Wayne (705) and only partially confirmed, and a study by Silverman (616) revealed a negative relationship between self-esteem and aggression in middle class children while no relationship was found...
between these variables in a lower class sample.

Rosenbaum and Stammers (556) found no relation between self-esteem and hostility expression in TAT stories despite the apparent success in the experimental arousal of aggression. Dichter (153) reported no relationship between self-concept and post-catharsis aggressive responding. The results of an investigation by Licht (382) showed that ego threat aroused more anger in high self-esteem subjects and that they were more aggressive than low self-esteem subjects in response to such provocation. Caliguri (89) reported that Negro intermediate grade children, in response to an open-ended self-concept questionnaire, included numerous perceptions pertaining to aggression behavior, physical aggression, verbal aggression, and muted aggression.

Self-Concept and Authoritarianism or Dogmatism

Imbler (313) found a relationship between self-concept and dogmatism, with those who were the most closeminded having the lowest self-concepts. Similarly, Boshier (60) reported finding a negative correlation between self-concept and authoritarianism. In contrast to these two findings, Pannes (495) reported a positive relationship between self-concept and dogmatism with those possessing the highest self-concepts being the most closeminded. Lampl (359) was unable to find any relationship between self-esteem and dogmatism. A further study by Fromhart (216) in which an experiment was conducted to test the relationship between dogmatism and self-concept changes was inconclusive.

Desoto, Kuether, and Wunderlick (151) found that subjects high in authoritarianism tended to rate pictures of strangers as being lower than themselves on twelve personality traits indicating a general condemnation
and fearfulness of strangers. In a study of authoritarianism and self-awareness, Wrightsman (737) showed that authoritarian persons rated themselves higher on those characteristics felt to be basic to authoritarian ideology than nonauthoritarians, concluding that authoritarians do have an awareness of the extremity of their position.

Self-Concepts of Subjects with Diagnosed Pathology

One Group of Subjects

A study of the perceptions held by schizophrenic patients led Fagan and Guthrie (183) to conclude that schizophrenics did perceive themselves as being different from normals and that the differences were due not to their perceptions of average others but to their perceptions of themselves. Francis (207) found that the psychiatric patient's body image was useful in predicting his ability to accept his disability and to improve his adjustment. Harrow, Fox, and Detre (279) found that male psychiatric patients' self-concepts and their spouses' perceptions of them improved during hospitalization but that the spouses' perceptions were lower than the patients' own self-perceptions.

Two Groups of Subjects

Neurotics.—Vingoe (689) studied self-attitudes of freshman college women and concluded that those considered normal were more self-acceptant and self-aware than those considered neurotic.

Schizophrenics.—The results of an investigation by Larsen and Hammer (364) showed that the self-concepts of schizophrenics included more distal environmental objects than the self-concepts of normals, indicating the schizophrenic patient's depersonalized attitude toward himself. In a comparison of markedly and mildly disturbed schizophrenic
adolescents with a group of controls, Curtis (135) found self-esteem differences only between the controls and the markedly disturbed group, the latter having less self-esteem. No significant differences existed in self-concept between the mildly disturbed group and the controls. Ibelle (311) reported no difference in self-ideal congruence between a group of paranoid schizophrenics and normals.

Guller (260) exposed schizophrenic and normal subjects to an experimental failure situation and reported that schizophrenics showed more inconsistent self-concepts after the individual failure than did normals. Manasse (412) found hospitalized schizophrenics to have higher self-concepts and ideal self-concepts than nonhospitalized schizophrenics while Pile (520) reported that newly admitted psychotic schizophrenics had higher self-concepts than remitted schizophrenics.

Unclassified or Mixed.—Ziller and Grossman (752) reported male neuropsychiatric patients to have self-social constructs which reflected higher self-centrality, lower self-esteem, lower identification, and lower social interest, but not greater power orientation than normals. Adolescent mental patients, institutionalized because of behavior problems, were shown by Long (390) to have lower self-esteem than normal adolescents. A study by Achenbach and Zigler (1) revealed that for both mental patients and normal subjects, those with high social competency had greater self-image disparity than those with low social competency. Farnham-Diggory (189), studying psychotic males, found that nonsuicidals had the highest self-esteem followed by covert suicidals (those who had talked about suicide) while overt suicidals (those who had attempted suicide) had the lowest. A significant correla-
tion between initial self-esteem and amount of change in self-esteem following exposure to a threatening situation was noted by Sellers (601) for normal subjects but not for neuropsychiatric hospital patients. A study by Phaup and Mercer (513) of female mental patients revealed that women who were clinically in remission from a mental hospital, but found it difficult to leave, had the same ideal self-concepts as a group of normal women. The normal group, however, had acquired or achieved some of these ideal self-concepts while the mental patients had not. In a study by Feder (190) of hospitalized psychotics, repressors (those who resorted to repression, denial, etc.) had smaller self-ideal discrepancies than sensitizers (those who utilized intellectualization, compulsive behavior, and worrying).

**Three Groups or More**

In a study of adjusted surgical patients, neurotics, mixed schizophrenics, and paranoid schizophrenics, Maroney (42) found that while no differences existed in amount of self-information volunteered, adjusted subjects had more homogeneous self-concepts and higher levels of self-regard than subjects in the other three groups. Investigating the effects of hospital treatment with no psychotherapy on groups of paranoid schizophrenics, neurotic depressives, and normals, Laxer (367) found that paranoid schizophrenics had a high self-concept both before hospital treatment and upon discharge whereas neurotic depressive patients began with a low self-concept which improved over the course of hospitalization. Neither group changed their ideal self-concepts. Havener (283) found that paranoid schizophrenics had significantly greater distortion of self and of others than did two control groups of
normals. Distortion was in the direction of unrealistic self-enhancement and projection. In a second study of paranoid schizophrenics by Havener and Izard (284), subjects were shown to have greater differentiation between acceptance of self and of others, to accept fewer self-derogatory statements, and to have a greater amount of self-satisfaction than did a nonparanoid schizophrenic or a normal group.

Talbot, Miller, and White (660) found that the self-concepts of three groups of subjects were congruent with the role demand placed upon them by the hospital. Staff members' self-concepts were congruent with the usual adult position, neurotic patients' self-concepts were congruent with positions unique for hospitals, and psychotic patients' self-concepts were congruent with that of being a mental patients. Control normals in Nahinsky's (470) study had higher self-ideal congruency than neurotics, inpatient psychotics, or outpatient psychotics even after specific items accounting for the intergroup differences were removed. Between group variance was attributed to a generalized set transcending specific traits. Miskimmins and Simmins (449) found that involutional and other psychotics, unlike normals, had not altered their ideal self-concepts in keeping with aging, but rather, still aspired to goals espoused by younger individuals. The results of a study by Ireton (314) showed that psychotics had greater deviation in self-concept than neurotics who, in turn, had greater deviation than normals. Hospitalized mental patients, psychoneurotics, and institutionalized delinquents in an investigation by Schuldt and Traux (584), all indicated an ideal self-concept which showed significantly greater adequacy, psychological health, or adjustment than their current self-concepts.
Psychoneurotics had the greatest discrepancies between self-concept and ideal self-concept. Helbig (288) found that distinct behavioral and self-concept relationships among five groups of psychiatric patients were evident, especially when behavior was correlated with self-concept items rather than diagnostic categories. Two groups of neurotic, one group of delinquent, and a group of normal adolescents were found by Washburn (700) to be distinguishable by self-concept scores which represented various levels of adjustment. Preston (528) reported that adolescents with either physical or psychological illnesses had lower self-concepts than juvenile delinquents or normals.

Depression in hospital patients was found by Hiemstra (296) to affect self-regard but not to affect perceptions of the ideal self or perceptions of the most preferred or least preferred Bible characters. Tothill (672) reported no relationship between the developmental level of personality organization, accuracy of self-role perception, and degree of mental illness of subjects in an open psychiatric ward, a closed psychiatric ward, and a control group.

**Self-Concept and Drug Use**

Schiff (577), in a study of the relationship of self-concept to the age of onset of drug addiction, found that adults who became addicted during adulthood had greater self-ideal discrepancies than either adults or adolescents who became addicted during adolescence. This finding supported the notion that drug addiction in adulthood is based on psychological factors while addiction in adolescence is based on social factors. In a second study of drugs, Brehm and Back (69) concluded that the use of drugs by college students was an attempt to change a
self with which a person was dissatisfied.

**Self-Concepts of Prisoners**

Johnson (323) studied the self-concepts of high school students and prison inmates who were "first timers" and found no essential differences between the two groups. Foulds (206) reported psychopaths and criminals to have a more favorable and neurotics to have a less favorable concept of themselves in relationship to others than do normal people. Four types of criminals and a group of noncriminals, in an investigation by Hurley (308), all revealed self-concepts which were different from each other. Discrepancy scores of criminals and noncriminals reflected a significant difference but the criminal groups showed no significant differences from each other. The results of Neilson's (474) study indicated that ideal self-concepts of criminals were similar to normals in nature and stability. It was further revealed that no essential differences in self-ideal congruence existed between first offenders and chronic offenders. Cohen (115) found that at the end of a six month period, a greater self-ideal discrepancy existed for inmates in a new, modern educational institution offering counseling and rehabilitation training than for those in a maximum security institution for hard core prisoners.

**Self-Concept and Juvenile Delinquency**

A common finding in the studies by Bobgan (55), Deitche (147), Epstein (177), Flitts and Hammer (200), Grant (244), Haarer (265), Lefeber (370), and Purcell (532) was that boys and girls who are considered juvenile delinquents display lower self-concepts than nondelinquents. Hall (269), however, found that juvenile delinquents who were
committed to an identification with a delinquent subculture had higher self-concepts than those who were marginal or not quite committed.

Birge (46) found that adolescent boys who associate with juvenile delinquent friends are most likely to develop self-concepts which are potentially vulnerable to delinquency and to indicate a high incidence of delinquent behavior. Reckless and Dinitz (540) and Lively, Dinitz, and Reckless (385) concluded that the best insulation against juvenile delinquency was a positive self-concept and Lively further stated that age twelve was the best time to predict juvenile delinquency. A study by Donald (160) revealed sixteen self-concept items which showed promise for predicting delinquency proneness among young adolescent boys.

Crawford (131) was unable to find a relationship between self-concept variables and core culture values for a group of institutionalized delinquents, and Kelton (331) found that juvenile delinquents have subgroups which differ from each other on self-concept dimensions.

Miscellaneous Adjustment Factors and Self-Concept

Schalon (574) found that low self-esteem subjects were more adversely affected by stress than were high self-esteem subjects. In an investigation by Nichols (477), a negative relationship was found between self-acceptance and feelings of guilt. Subjects in Coopersmith's (121) study who had had more success experiences had higher levels of self-esteem than those who had not had success experiences.

Korman (347) found that need satisfaction was related to overall satisfaction for high self-esteem individuals but not for low self-esteem individuals. A study by Cartwright (99) led to the conclusion that a work oriented self-concept in high school might actually be a
disadvantage in college where a self-concept of social competency is more valued in adjustment. MacGuffie, Janzen, Samuelson, and McPhee (408) found that persons applying for and being accepted for vocational rehabilitation had higher self-concepts than those who merely applied and did not return. Of those who were accepted, the ones who were successfully rehabilitated had higher self-concepts than those who were unsuccessful in rehabilitation.

SELF-CONCEPT AND VOCATIONAL FACTORS

Studies Supporting the Self-Concept Implementation Theory of Vocational Choice

Blocher and Schultz (52), Chaffee (102), Christianson (107), Hunt (306), Lewis (380), Meisels (431), Moore (456), Morrison (459), Oppenheimer (487), Schultz and Blocher (585), Schultz and Blocher (586), Stephenson (642), Stimson (645), Tucci (677), and Ziegler (750) all conducted studies, the results of which support the theory of self-concept implementation in vocational choice.

Korman (348) found that persons with high self-esteem described themselves more as meeting the stereotype of a specific occupation than did those with low self-esteem. In a second study by Korman (349), individuals with high self-esteem were more likely to see themselves as having high abilities in those areas where their chosen occupations called for high abilities than were those with low self-esteem. In a third study, Korman (350) showed that for subjects with high self-esteem, self-perceptions were highly predictive of occupational choice.

Schuk (583) reported that college seniors' responses to a semantic differential at graduation and after they were employed revealed similar-
ities, thereby supporting the theory of self-concept implementation in vocational choice.

The work of Pallone and Hosinski (494) and Wheeler and Carnes (713) concluded that vocational choice was an implementation of the ideal self rather than the self-concept.

**Self-Concept and Level of Vocational Aspiration**

Moses (460) reported a correlation between self-ideal discrepancy and vocational aspiration level in high school seniors with students who selected high vocational levels displaying the smallest self-ideal discrepancies. Schneider (580) found a positive significant relationship between self-concept of ability in high school boys and level of occupational aspiration. A study by Bell (36) revealed that high school boys who had not made a vocational commitment had a greater degree of identity diffusion, low ego identity achievement, and low self-concept than those who had made a vocational commitment. In a study by Cockran (112), using high school boys as subjects, self-concept, self-acceptance, and ideal self all correlated with level of occupational choice. In a further investigation of vocational aspirations of high school students, Anderson and Olsen (11) were unable to draw any conclusions regarding the relationship between self-ideal congruence and realistic occupational choice but did report that in general subjects tended to choose occupations above their aptitude level. Fairweather (185) concluded that the correlation between self-ideal and mother-ideal concepts in combination with IQ, achievement, and socioeconomic status showed the greatest promise for use as a predictor of vocational choice. In a study of mentally retarded high school girls, Baskin (30) found most to have
an unreal vocational self-concept and were generally unprepared to enter the world of work.

**Self-Concepts and Vocational Roles**

Supervisors in Porter's (527) study described themselves as being more conservative, cautious, and restrained than either management personnel above them in the organizational hierarchy or line workers below them. Merenda, Musiker, and Clarke (438) found that successful sales managers had more congruence between their self-concept and the social role they were expected to play as demanded by their job than did less successful sales managers. In another study, Merenda and Clarke (434) reported that management personnel perceived themselves as being dominant and aggressive personalities in contrast to the line workers who perceived themselves as relaxed and relatively passive persons. The results of Ghiselli's (231) study led to the conclusion that the most successful managers were those who did not deviate much from their own age group in terms of self-perception rather than those who were simply more mature in age or experience. Ross (562) found that school superintendents did have common perceptions of themselves, but was unable to determine whether men who hold similar self-perceptions enter the superintendency or whether men who become superintendents change their self-concepts to fit a common mold. Davis (142) reported a positive relationship between self-concepts of nurses and social workers and their perceptions of the role expectations in their respective occupations. Kibrick and Tiedemann (338) found that contrary to expectations, motivation for staying in a nurses training program for the first six months was not related to the correspondence between the
image of a student nurse held by student nurses and images held by their supervisors.

**Miscellaneous Studies Relating Vocational Factors to Self-Concept**

Nathanson (472) found that college females classified as low self-disclosers were more undecided about vocations than high self-disclosers. No such difference was found for men. Shiner (609) examined a group of teachers one-third of the way through the year in their training to become guidance counselors and found their self-concepts to be more like counselors than teachers. Congruence between self and ideal perceptions and the perceptions parents held of their daughters was shown by White (716) to be related to vocational interests. In an investigation by Warren (698), self-vocational role discrepancies were higher among subjects who changed their college major twice than among subjects who changed only once, but differences were found between those who changed majors once and those who did not change. Vocational satisfaction among a group of nurses was found by Brophy (76) to be negatively related to the discrepancies between self-concept and imposed occupational role, between ideal occupational role and imposed occupational role, and between self-concept and ideal self, and positively related to occupational role acceptance. In a study by Warmhoff (696), a relationship was found between self-evaluation and the perceptions of others of the evaluation and expectations of occupational level ability for both males and females. Lefkowitz (372) studied a group of industrial workers and found no relationship between self-esteem and job status. Berry and Miskimmins (41) showed that self-concept scores of psychiatric patients were good predictors of later
vocational adjustment.

SELF-CONCEPT AND SUSCEPTIBILITY TO PERSUASION
AND CONFORMITY

Persuasibility and Self-Esteem

Studies in Which No Relationship was Found
Between Self-Esteem and Persuasibility

Gollob and Dittes (238) found that neither of two measures of self-esteem was significantly related to opinion measures nor was any interaction between predispositional self-esteem and success-failure conditions shown to be significant. It was concluded that the relationship between self-esteem and persuasibility depended on interaction with other variables. The results of Stimpson's (644) research on self-esteem and attitude change failed to support either cognitive dissonance theory or judgmental process theory but did lead to suggestions for five post hoc hypotheses based on social influence notions.

Studies in Which a Relationship was Found
Between Self-Esteem and Persuasibility

In a study by Gelfand (225), a highly significant interaction was obtained between rated and experimentally manipulated self-esteem on performance on verbal conditioning. Matching behavior, however, was not influenced by rated self-esteem. Overall results were generally in accord with the theory that self-esteem and persuasibility are negatively related. The results of Silverman's (613) study indicated that an experience of failure in the performance of a need-related behavior decreased persuasibility for high esteem subjects and increased persuasibility for low self-esteem subjects. In a second study, Silverman (614) also found that high self-esteem individuals were less
responsive to stimuli which devaluated the self than to stimuli which enhanced it while low self-esteem individuals showed the opposite trend. Silverman, Ford, and Morganti (615) found that self-esteem was negatively related for female subjects when arguments were simple and curvilinearly related than when they were complex. For males, this relationship was negative under both argument conditions. In an investigation by Farkash (187) of the interaction effect of the variables of self-esteem authoritarianism, and authoritativeness of the communicator on opinion change, the only significant result was an inverse relationship between self-esteem and opinion change regardless of other factors. The findings were interpreted to mean that subjects with low self-esteem can be more readily convinced to see the negative rather than the positive side of things.

Using women who had recently delivered babies as subjects, Lehmann (373) concluded that induced anxiety promoted opinion change and that the appropriate level of self-esteem (high self-esteem for reassuring messages and low self-esteem for threatening messages) reinforced the effects of anxiety. The results of a study by Leventhal and Perloe (376) revealed that subjects high in self-esteem were influenced more by optimistic communications than by threatening communications while subjects low in self-esteem showed the opposite pattern, but the results occurred only among subjects who received communications from sources dissimilar to subjects with respect to personality characteristics. Worchel, and McCormick (735) found that, in general, information which was in disagreement with a subject's own opinion served to decrease the strength of the opinion while information which was in agreement served
to strengthen it. Subjects with high self-ideal discrepancies were most affected in this respect. Subjects with low self-ideal discrepancies, however, actually expressed greater certainty of their opinion after hearing a contrary opinion. Zellner (749) concluded that persons of high manipulated self-esteem became relatively more influencible as message complexity increased due to their increased superiority of reception. Contrary to expectations, college men in Dabbs' (138) study were not affected by pessimism or optimism in speeches given by army draftees about military life. Characteristics of the communicator, however, interacted with the subjects' attitudes to produce attitude change. High self-esteem subjects were influenced more by those who were able to cope with army life while low self-esteem subjects were more influenced by the noncopers even though all subjects reacted to the noncopers unfavorably.

Contrary to the above findings, high self-concept subjects in a study by Neuringer and Wandke (476), when confronted with disruptive information about the other member of a dyad, changed their attitude toward that person to a significantly greater extent than the low self-concept subjects. Females were found to shift more than males.

Conformity and Self-Esteem

Zwillinger's (758) study revealed that adolescents with experimentally induced high self-esteem (as manipulated by instructions of success, failure, or null feedback on an intelligence test) yielded less to a distorted group norm than did those with induced low self-esteem. The results of a study by Meirs and Neuringer (430) tended to confirm the inference that people who hold self-concepts that are
congruent with their projected public images are most likely to adhere to or accept social dictates. In a study using fifth and sixth grade boys, Maslow (424) concluded that the relationship between conformity and low self-esteem, which has been consistently found with adults, was not present in preadolescent boys. Studying the relationship between self-esteem and conformity in clothing of adolescent girls as reflected by brand name awareness and preference, Penalis (507) showed that fifteen year olds were more like thirteen year olds than like seventeen year olds with respect to self-esteem and conformity. The seventeen year olds had the highest self-esteem and the thirteen year olds had the highest level of conformity. Gerard (227) examined the effects of self-evaluation on post-decisional re-evaluation of choice of alternatives for a group of art students. The hypothesis was confirmed: an increase in the relative value of the chosen alternative would occur only where there was a positive self-evaluation, and where the person had a low self-ability estimate, he would experience regret as evidenced by a decrease in the relative value of the chosen alternative. Using a sample of men and women college students as subjects, Leage and Jackson (368) found that low self-esteem subjects performed less well on an apparently simple objective judgment task than did high self-esteem subjects before any group pressure had even been introduced. This supported the notion that conformity may reflect, in part at least, a subject's frequent past experience of finding his judgments wrong.
EXPERIMENTS DESIGNED TO CHANGE SELF-CONCEPT

Experiments in Which Subjects Were Made to Fail or Succeed on Tasks

In a study by Krieger (355), engineering students were exposed to one of four combinations of group and individual success and failure conditions. In both group and individual experiences, success raised self-evaluation while failure lowered it. Similarly, the results of a study by Cohen (114) showed that experimentally induced success led to an increase in the subjects’ self-evaluations while failure led to a decrease. In a study by Smith (691), subjects who experienced success through an experimental treatment that resulted in increased competency on a task increased their self-esteem more than did a control group. In a study by Gibby and Gibby (233) bright junior high school students who were told they had done poorly on an English grammar test and received a "fail" on their paper exhibited lower self-concept scores following the experiment.

In an investigation using schizophrenics as subjects, Guller (260) found that failure greatly increased self-concept variability. In an experiment designed by Schneider (581) to test self-presentation reactions to success and failure, and feedback and no feedback conditions, success subjects were more positive than failure subjects in the no feedback condition, but in the feedback condition, failure subjects were more positive.

Changes in Self-Concept as a Result of Approval or Disapproval

Videbeck (686) reported that students in an introductory speech class changed their self-ratings in line with approval or disapproval
after the reading of a poem. Studies by Ludwig (396), Ludwig and Maeher (397), and Maeher (411) revealed that approval or disapproval by a physical education expert raised or lowered self-concepts respectively in adolescents. Haas and Maeher (266) showed that not only was self-concept affected by the approval and disapproval of others but that self-concept change was durable over a six week period and that increased amounts (two treatments instead of one) resulted in greater and more longer lasting changes. Critical evaluation by members of a group was reported by Pilisuk (522), however, to be ineffective in changing a person's self-concept even when the criticism was allegedly from the subject's friends. These findings suggested a group of attitudes that provide stable anchorage points in the evaluation of new information about the self.

Changes as a Result of Manipulation of the Subject's Self-Concept

In a study by Gruen (256), subjects with high self-ideal discrepancies accepted fake personality sketches more readily than did those with low self-ideal discrepancies. College males in an investigation by Marcia (417) were subjected to a self-esteem manipulation condition. Those low in ego identity changed more in a direction consistent with the manipulated information than subjects high in ego identity. Papageorgis and Johnson (496) found that male neuropsychiatric patients changed their initial self-ratings on hostility after being shown bogus test results indicating a higher standing on this characteristic. Changes were only significant in the case of high discrepancy communications, however. Similarly, college students in a study by Papageorgis and McCann (497) changed their self-ratings in the direction of greater
hostility. The results were more pronounced for men than for women. In a second study by Papageorgis and McCann (498), college men changed their self-evaluations in line with either positive or negative discrepant personality test information on the variables of hostility or masculinity-femininity while females seemed to be affected only by negative communication. A study by Papageorgis, McCann, and Gowdy (499) involved the manipulation of college students' standings on hostility and masculinity-femininity so as to differ with their previous self-ratings. Self-perceptions changed in line with the discrepant information when the communication was negative but not when it was positive.

Late adolescent subjects in a study by Tippett and Silber (668) changed their self-perceptions toward lower self-esteem on both altered and unaltered dimensions of a personality evaluation with subjects high in self-esteem changing more on altered dimensions and those with low self-esteem changing more on unaltered ones. In a study by Weaver (707), positive personality evaluations of high school seniors resulted in an almost significant increase in self-concept scores and a highly significant decrease in self-ideal discrepancies. Bachman, Secord, and Pierce (19) found that subjects' self-concept traits were more susceptible to change when there was lack of agreement about those traits by a group of significant others. Stein (638), in an experimental study, reported that male undergraduates who were systematically reinforced for increasing their self-ratings of positive phrases tended to assign higher ratings to these phrases than did subjects who were randomly reinforced. Ezell (181) reported no differences in self-
concept changes between college swimmers who received correct and incorrect post-performance feedback. Clark (108) found no changes in self-concept as a result of a role-playing experiment in which some subjects stated positive things about themselves and others said negative things.

EFFECTS OF COUNSELING OR PSYCHOTHERAPY ON SELF-CONCEPT

Counseled Subjects Compared to Noncounseled Subjects

School Children

Elementary.—Hugo (305) reported that group counseling of third graders from fifteen schools did not result in significant changes either in self-concept or self-esteem. In a study by Miller (442), sixth graders were divided into four experimental groups, including group guidance, group tutoring, guidance and tutoring combined, and placebo. Each was then given a test in fractions after predicting their own results. For boys, academic expectancy was more realistic following placebo. For girls, academic self-expectancy was more realistic following guidance alone and tutoring alone than it was following placebo.

Junior High School.—Moates (453) found that activity group counseling with disadvantaged seventh grade Negro boys and girls produced positive changes in self-concept and peer acceptance scores. In a study by Storey (646), junior high school boys who received both group and individual counseling had higher self-concept scores than those who received either group counseling only or no counseling at all. Some indications were evident in a study by Sanchez (570) that as a result of client-centered group counseling, the self-concepts of seventh and eighth graders did change
in positive but not in statistically significant ways. Finally, Cheatham (104) reported no change in self-concept as a result of group counseling with seventh and eighth grade low achieving readers.

High School.--Educational-vocational group counseling was found by Catron (100) to be effective in changing the self-perceptions of high school students significantly in the direction of "good" adjustment whereas no significant change occurred in their perceptions of Ideal Person or Ordinary Person. Zimpfer (754) reported that as a result of multiple counseling, self-concepts of high school students became more positive as shown by greater self-ideal congruence. Group counseling in a study by Talley (661) resulted in a mixed directional movement of congruence and incongruence between a premeasure of self and ideal self-concept and a post-measure of self and ideal self-concept for a group of Negro high school students. Although not statistically significant, the results showed that students rated high in social class moved toward congruence while those rated low in social class moved toward incongruence. Lipscomb's (383) study using high school sophomore girls of low socioeconomic background as subjects revealed that neither group nor individual counseling was effective in changing self-concept, self-acceptance, or ideal self scores.

College Students

The results of a study by Mills (445) of beginning college freshmen indicated that self-concept scores of students who came to the counseling center for personal counseling were significantly higher than scores of those who did not participate in counseling. Padgett (492) reported significant gains in self-concept scores as a result
of group counseling experienced by prospective teachers in an experimental education course. Educational-vocational counseling was shown by Williams (727) to be effective in restoring college students to a normal level of adjustment and increasing the degree of congruence among the client's perceptions of himself, his ideal self, and other persons. In an investigation by Gasswint (220) male undergraduate students were interviewed and then saw the taped interview alone or with the interviewer. For those who viewed the tape in private, there was a significant change in real self-concept toward less pathology.

In a study of the effects of the conditioning of positive self-statements upon self-esteem, Riddle (547) found that self-esteem was not greatly affected by such verbal conditioning.

**Persons Considered Pathological**

Ashcraft and Fitts (17) found that a group of patients engaged in psychotherapy reported self-concepts that were more positive and consistent in all areas and displayed less evidence of deviation and pathology than did a control group not receiving psychotherapy. Results of a four month period of psychoanalytically oriented psychotherapy were reported by Hollon and Zolik (300) to be of a positive nature with the therapy group, consisting of seven psychoneurotic women, experiencing a significant increase in self-esteem and a significant decrease in symptomatic distress as compared to a nontherapy group. A significant decrease in self-ideal discrepancy for a group of men and women undergoing client centered therapy was reported by Varble and Landfield (681) but discrepancy change for individuals did not correlate with the therapist's judgments. Self-concept changed
more than ideal self. After self-image confrontation, male psychiatric inpatients, in an investigation by Boyd and Sisney (65), had more realistic self-concepts, all aspects of self became less discrepant, and self-concept and public self moved closer together.

**Persons Considered Nonpathological**

Van Kirk (680) reported that short-term (ten sessions) freeing approach counseling with foster children produced a trend of progression from pretest to post-test with the greatest gains in self-concept occurring between the sixth and eighth counseling sessions. In an interesting investigation of group therapy, Lewis (381) found that married couples who participated in nine continuous hours of psychotherapy did not have a smaller discrepancy between self and ideal self-concepts than those who did not participate. In a report by Partin (503), adult attendant employees at a state institution for the mentally retarded participated in two separate therapy groups designed to develop interpersonal relationships. No significant changes occurred in attitude toward self or others for either of the experimental therapy groups or for a control group which experienced no therapy. A group guidance program for disadvantaged adult clerical training students was reported by Renbarger (545) to have resulted in decreased levels of self-esteem although the magnitude of the change was not statistically significant. A study by Rolnick (551) was concerned with the impact of an experimentally induced therapeutic milieu on the self-concept of inpatients fifty to seventy-five years of age suffering from severe physical disability. Those exposed to milieu therapy, while possessing more initial negative attitudes toward themselves,
reflected the most aggregate increase in self-concept over time. Those who experienced traditional milieus changed more in the negative direction, with the changes becoming more pronounced as discharge became more proximal. A program of group counseling for educable mentally retarded boys was found by Mann (414) to be effective in raising self-concept scores on The Children's Self-Concept Scale but not on The Way I Feel About Myself Scale. Letner (375) reported no differences in self-concept change between a group of prison inmates who participated in group counseling and a group who did not.

**Therapy Success as Determined by the Therapist or Counselor**

In a study by Braaten (66), subjects who moved from non-self to self references during the course of their experience in client-centered therapy were considered to be more successful as rated by the therapist. There was some evidence that this movement was also associated with an increased congruence between the client's perceived and ideal self. Todd and Ewing (670) similarly reported increases in positive client self-references and decreases in negative self-references as a result of counseling experience. Increases in positive self-references, furthermore, were associated with the counselor's estimate of improved adjustment.

**Self-Concept Changes as a Result of Therapy or Counseling with No Control Group or Judgment of Success Made By Therapist or Counselor**

In a study by Drudge (164), self and spouse perceptions were assessed for couples before and after counseling for marital disturbance. The hypothesis that increased congruence of perception and agreement on personality traits of each other would be associated with an
increase in marital satisfaction received only partial support. Using high school seniors as subjects, two methods of counseling, group and individual, were both effective in improving self-concept in a study by Scofield (592). The significant interaction of method, counselor, and sex which was found, however, requires the use of caution in accepting the effects reported on self-concept. Results of a study by Shay (606) revealed that participation training in group discussion led to integrative and adjustive changes in the self-concept for a group of alcoholics and was therefore considered therapeutic. Hospitalized mental patients, psychoneurotic outpatients, and institutionalized juvenile delinquents each participated in programs of group psychotherapy in a study reported by Truax, Schuldt, and Wargo (675). The findings supported the client centered notion that effective psychotherapy results in increased self-ideal congruence and that changes in self-ideal congruence are primarily a function of changes in self-concept rather than in ideal self-concept. In a study by Truax, Wargo, Garkhuff, Kodman, and Moles (676), using hospitalized mental patients and institutionalized male juvenile delinquents, it was found that Vicarious Therapy Pre-training (in which the patient listens to a tape recording illustrating "good" patient therapy behavior before engaging in actual therapy) resulted in increased self-concepts while a second technique called Alternate Sessions (in which the therapist would be absent every other session) did not. Satz and Baraff (572) were unable to find a reduction in self-ideal discrepancy as a result of psychotherapy and occupational therapy with hospitalized nonchronic schizophrenic patients.
Other Studies Related to Counseling or Therapy

Markwell (419) found that attitudes did change through hypnosis and that the more the subject was favorable to a helping relationship with the hypnotist experimenter, the more likely self-concept change was to occur. Hypnotizability and its relationships to self-awareness and self-acceptance were studied by Vingoe (690) using college women as subjects. Contrary to expectancy, hypnotic susceptibility was negatively related to self-awareness, and self-acceptance and hypnotizability showed no significant relationship.

Levin (377) studied the perceptions of six patients undergoing psychotherapy had of self, ideal, mother, father, and analyst and the role these perceptions played in Transference formation. Four of the six subjects had a high correlation between analyst and idealized self. No correlation was found between mother-analyst or between father-analyst.

With a group of clients undergoing therapy, Landfield (361) found that personal language was more meaningful than language belonging to another in describing self and ideal self but not when rating the therapist. Streitfield (650) found no relationship between the self-concepts of psychotherapists and their ability as therapists.

SELF-CONCEPT AND MISCELLANEOUS FACTORS AND BEHAVIORS

Creativity

Sisk (617) studied the relationship between self-concept and creative thinking of elementary school children and reported children with high self-concepts to be more original and flexible than students with low self-concepts. High school seniors classified as High Original were found in a study by Fletcher (203) to have greater self-ideal
congruence than Low Original Students. Pogue (523) using lower socio-economic black and white fourth, fifth, and sixth graders could only show a tenuous relationship between self-esteem and creativity. Burke (83), however, concluded that self-concept was not correlated with creativity in third grade Negroes and Haven (283) found no significant relationship between college undergraduates' self-ideal scores and their scores on creative thinking.

**Pregnancy and Childbirth**

A study by Hall (270) revealed that women who had the meaningful experience of giving birth to their first child changed self-concepts more than a group of women who had no meaningful experience during the same period. A study of young women who were residents in one of three maternity homes for unwed mothers led Barker (26) to the conclusion that the subjects suffered no loss of self-esteem and were as normal as other women. Kogan, Boe, and Valentine (346), in a similar study, found that unwed mothers had negative self-concepts of themselves upon admission to a maternity home but that these self-concepts underwent changes that were suggestive of better adjustment over the course of pregnancy and parturition.

**Marriage**

The results of a study by Hurlburt (307) revealed that from a wholistic standpoint, husbands and wives who had higher self-concepts had happier marriages than those with lower self-concepts.

**Effects of Testing and Test Interpretation**

Brown, Ishiyama, and Scheibe (77) administered a battery of psychological tests to a group of day care psychiatric patients to assess the
effects of testing on patient perceptions. It was concluded that testing was a mixed blessing, for while it appeared to be largely associated with a more positive self-concept, it was obtained at the expense of more negative views toward peers and general surroundings. Folds (204) found that all subjects participating in one of three types of test interpretation groups as well as a control group obtained lower self-discrepancy scores. In a similar study, Bashaw (29) found that while no one of three test interpretations produced higher self-esteem scores for the tenth grade subjects in her study, any one given method produced positive changes in self-esteem of students who received high test scores and negative changes in self-esteem of students receiving low test scores. Barrett (28) reported that accuracy of self-estimates of ninth graders was significantly greater for students who received reports of test results than for those who did not. Adamek (2) concluded that neither of two methods of test interpretation (self-interpreting materials and counselor interpretation) was effective in changing self-understanding or increasing the accuracy of self-perceptions.

**Level of Aspiration Behavior**

Israel (316) found that women who increased their self-perceptions as a result of a fictitious above average score on a test of "aesthetic perceptiveness" also increased the appropriateness and attractiveness of a goal prize (bottle of perfume) they received for their performance. A study by Coopersmith (124) showed that self-esteem is unrelated to any absolute level of aspiration and that the level of aspiration an individual sets for himself is unrelated to his self-appraisal. High self-esteem persons, he further stated, expect more of themselves and gain
esteem by meeting their expectations rather than by lowering their self-demands. The results of a study by Proctor (529) upheld the time perception theory that feelings of self-worth lead to the setting of long-term realistic future goals and a positive mood which further leads to generally shorter time estimations and the subjective feeling that time is passing quickly. Winter, Griffith, and Kolb (733) concluded that successful self-directed change is motivated by an awareness of cognitive dissonance created when the person adopts a newly valued goal.

**Unclassified Studies**

Hewitt and Rule (294) reported that college students subjected to a sensory deprivation experience were more susceptible to change in self-concept after persuasive communications than those not subjected to sensory deprivation. Coopersmith (122) was able to demonstrate that under stress conditions, preadolescent boys with high subjective self-esteem achieved greater sensory (perceptual) consistency on a geometric figure matching task than did boys with low self-esteem. In a study of perception under active and passive attitudes of self in relation to the world, Baker (22) concluded that greater self-world differentiation was accompanied by greater perceptual-conceptual activity and more directedness toward maintaining a world of highly differentiated and stable objects. The results of a study by Oskamp (488) showed a pattern of correlations between self-concept variables, attitudes toward authority, and attitudes toward certain salient political concepts, supporting the notion of a general variable of optimism-pessimism which affects people's views of their personal world, as well as of their
international world. A study by Doyle (163) of teen-age boys and girls from Canada, England, and the United States resulted in the general conclusion that self-concept is influenced greatly by culture and must be considered in understanding young people's personalities and behavior.

Mabel (399) found that low self-concept subjects who were asked to respond to component situations designed to produce uncomfortableness, experienced more situations as being uncomfortable than did high self-concept subjects. A study by Velluntino (685) showed that subjects with moderate discrepancies between self-and ideal self-concepts did not have better or more confidence in decision-making ability than those with extreme discrepancies. Self-concepts of college students were found by Boshier (61) to be unrelated to like or dislike of their first, second, or last names. Gossipers, in a study by Radlow and Berger (538), did not have lower self-concepts than nongossipers. Ferullo (193) reported better speakers to have higher self-satisfaction and self-acceptance than poorer speakers. Braun and Link (68) found self-acceptance to be negatively correlated with food aversions, occupational aversions, and susceptibility to annoyance, although correlations were low and only susceptibility to annoyance was significant. A study by Ross (561) revealed that college women preferred brands of products that were more rather than less similar to consumption preferences than were ideal self-concepts. St. Denis (566) reported that white couples who adopted Negro children had higher self-concepts than white couples who adopted white children. Shapiro (603) found that persons high in self-concept were higher in self-disclosure, less neurotic, more accurate in judging their own and others' self-disclosing behavior than were persons low in
self-concept.

MEASUREMENT OR ASSESSMENT OF SELF-CONCEPT

New Instruments

A self-concept Q-sort was developed for the third grade by Bennett (39) and reported to be simple, nonthreatening, interesting, and easy to administer and score. A second instrument for use with third graders, the Where Are You Game, was developed by Engle and Raine (176) and appeared to be a sensitive device which measures the self-concepts of youngsters. A test entitled My Self was designed by Lentz (374) and found to discriminate between second grade children who were rated as having very good self-concepts and those rated as having very poor self-concepts.

Grossack (254) reported the development of a test called The Who Am I Test which asks respondents to write twenty answers to the question, 'Who am I?' Guthrie, Butler, Gorlov, and White (264) assessed the self-concepts of mentally retarded women with a nonverbal test which consisted of a set of pictures portraying situations with which the subject could identify, thus revealing self-attitudes. In a study by Joiner (324), the Self-Concept of Academic Ability Scale-Form D, an instrument designed to assess the self-concept of academic ability of hearing impaired students, was administered and reported to be successful. A nonverbal test of self-acceptance in which subjects moved a yellow translucent square to represent the ideal self over a red square to represent the real self was found by Graham and Barr (242) to be not highly correlated with self-acceptance scores on Q-sort measures. Results of the administration of an instrument designed to measure self-consistency were
reported by Gergen and Morse (229) to be highly promising. Piers and Harris (519) developed and presented a self-concept scale, comprised of children's statements of themselves taken from Jersild's collection, to third, sixth, and tenth graders. Internal consistency and test-retest reliability of coefficients were judged satisfactory enough to continue refinement of the instrument through item analysis.

**Bill's Index of Adjustment and Values**

Mitchell (450) completed a factor analysis of the *Bill's Index of Adjustment and Values* and produced seven factors identified as: Freedom from Anxiety, Motivation for Intellectual Achievement, Offensive Social Conduct, Social Poise and Self-Confidence, Warm-hearted Attitude toward Others, Impersonal Efficiency, and Dependability. Cowen and Tongas (128) concluded that the self-concept and ideal self measures of the *Bill's Index of Adjustment and Values* were so heavily saturated with social desirability as to lose meaning independent of the latter variable.

**Tennessee Department of Mental Health Self-Concept Scale**

Greenberg and Frank (246) found that score distortion can result in subscales of the *Tennessee Department of Mental Health Self-Concept Scale* (TDMH) due to response set because of homogeneous arrangement of the items and suggest that items should be presented in random order rather than in the present form. Brassard (67) had subjects make different descriptions of the self and socially desirable person using the TDMH Scale and reported no response set. The results of a study by Tracy (673) indicated that when the TDMH Scale is used to elicit sequentially self and desirability descriptions from the same person,
the desirability descriptions are significantly more positive than those produced in the absence of prior descriptions. A factor analysis of the TDMH Scale by Vacchino and Strauss (678) provided a degree of support to the validity of the test.

**Projective Tests**

Kamano (328) concluded from his study of the relationship between human figure drawings and self-perception that subjects tend to draw a figure that represents themselves much more than an ideal or unfavorable one. Bennett (38) found some correlation between graphic traits in the human figure drawings of eleventh and twelfth graders and their self-concept scores. The results of a study by Bodwin and Bruck (56) supported the hypothesis that the self-concept scale of the Draw-A-Person Test is a valid measure of self-concept. Gray and Pepitone (245) found that subjects with lower manipulated self-esteem draw pictures that had fewer colors, had isolated figures, were less positive in tone, and had less vigorous activity than those drawn by subjects with high manipulated self-esteem.

Faeth (182) reported no relationship between self-discrepancy scores and Thematic Apperception Test responses. In a study by Dickey (154), college women appeared to project themselves in judging clothed figures.

**Comparisons of Several Instruments**

Using correlational and factor analytic procedures, Vincent (688) examined the relationships among seven variables selected from the California Psychological Inventory, the Security-Insecurity Inventory, the Sixteen Personality Factor Questionnaire, and the Tennessee Self-
Concept Scale in an effort to counter criticism against personality research by establishing an empirical basis for commonly used constructs. Crowne, Stephens, and Kelly (134) intercorrelated three self-acceptance instruments, Raimy's Self-Reference Statement, Butler and Haigh's Q-Sort, Bill's Index of Adjustment and Values, and found low correlations between the tests and low to moderate correlations between the tests and factors of social desirability, adjustment, and dependency. Strong (653) factor analyzed the Butler and Haigh Q-Sort, the Bill's Index of Adjustment and Values, and the Worschel Self-Activity Inventory and found that the only variable measured in common by all three tests was the perceived self and that social desirability was not present to any great degree in any of the three tests. In a study by Korner (351) intercorrelations between the Bill's Index of Adjustment and Values, a human figure drawing test, and a human silhouette rating score were not significantly different from zero. Silber and Tippett (611), in a study of the process of validation of the concept self-esteem, studied the relationship between four different instruments and clinical interviewing. Each instrument met certain criteria of validity, and clinical interviewing shed some light on the complexity of patterns of self-esteem.

Observation Techniques

Coopersmith (121) reported substantial agreement between the responses of ten to twelve year olds on the Self-Esteem Inventory and their behaviors as recorded on the Behavior Rating Form by outside observers. Johnson (322) found that elementary education students who selected a child for observation of behaviors from which self-concepts could be inferred were able to increase their understanding of the
child and to add to and expand their knowledge of child growth and development.

**Self-Report as a Measure of Self-Concept**

Combs, Soper, and Courson (119) compared self-report scores of sixth graders with inferred self-concept scores from observations and interviews and found a nonsignificant correlation. This led to the conclusion that self-report and self-concept are not the same thing. Parker (500) compared self-report and inferred self-concept from behavior under anonymous and nonanonymous conditions and arrived at the same conclusion. Similarly, Young (744) found self-report tests to be inadequate indicators of real self-acceptance and Loehlin (387) concluded that it was hazardous to use subjects' self-descriptions as measures of self-concept because people do not give the same meaning to descriptive words.

**Other Assessment Techniques**

Voss (691) found photography a useful means of gathering certain kinds of data concerning children's perceptions of themselves and others but not as valuable in assessing changes in perceptions of self and others. In a study by Burke (84), personal documents, extending for the eight year period of high school and college, were concluded to be a valid source of self-concept information including changes in self-perceptions.

**Miscellaneous Factors Related to Self-Concept Assessment**

Cotnam (126) found that subjects responded in self-biasing ways on a self-concept test when they perceived the purpose of the test to be for selective job placement. A study by Crary (129) led to the conclusion that self-esteem is not test specific but rather represents
a more enduring individual evaluation tendency. Kornreich, Straka, and Kane (352) concluded that disparity scores from selfsorts are really an ability to perceive disparity between the real and ideal in general rather than just the real and ideal self. In a study by Handel (273), the notion of the self-differentiated person was introduced, measured, validated, and shown to be a viable construct for integrating self-perceptions of adolescents. An investigation by Merenda and Clarke (435) led to the conclusion that social-self perception is different from ideal self-perception and one must not confuse the measurement of these two variables. The results of a study by Fontana (205) were such as to lead him to cast serious doubt on the use of ideal self or aspired self-ratings in the assessment of self-esteem. Guertin and Jourard (259) found that totaled self-discrepancy scores are different for men than for women and represent different factors. They recommend that sexes should not be mixed in samples. Contrary to expectations, changes in self-concept scores with repeated use of the same instrument were not found by Purinton (533) to be due to item familiarity. Crown and Stephens (133) attributed what they considered the failure of self-acceptance research to the unsupported assumption of equivalence of assessment procedures, the absence of any clear-cut construct-level definition of the variables, failure to construct tests in accord with principles of representative sampling, and questions concerning the social desirability factor in self-report tests.
SUMMARY OF RESEARCH STUDIES RELATED TO SELF-CONCEPT THEORY, 1959-1969

The purpose of this study was to investigate the relationship between real and ideal self-image disparity and the concept of social competence. Twenty psychiatric and 20 nonpsychiatric patients were tested and compared. The major hypothesis that subjects of high social competence would show more real-ideal disparity than would subjects of low social competence was confirmed for both mental patients and normals.


A control group of 81 high school freshmen merely completed a self-rating at 3 time intervals, while an experimental group of 103 students received a battery of tests between the first and second self-ratings and experienced either a self or a counselor method of test interpretation between the second and third ratings. Neither testing nor test interpretation resulted in a change of self-perceptions among members of the experimental group.


The purpose of this study was to demonstrate whether an individual accepts or rejects himself totally or whether he accepts or rejects himself in some areas and not in others. Eighty-two college freshmen enrolled in a Personal Living Course sorted statements describing themselves and their ideal selves. The conclusion drawn was that an individual's self-concept does not seem to be a unified gestalt but rather consists of characteristics or dimensions which he values differentially.


Relationships between 5 variables (self-concept, student self-concept, self-acceptance, school marks, and intelligence) were examined. Data were obtained from rating scales completed by 190 tenth grade students. Eighteen of the 20 possible correlations among the 5 variables showed significant positive correlations, supporting the notion that the self-concept is a consistent whole rather than an aggregate of conflicting forces.

Sixty college students, representing 3 body types, were tested for self-image and college environmental adjustment. The results showed that the mesomorph and the ectomorph body types were significantly more acceptant of their self-image than was the endomorph body type. The body types, however, revealed no significant relationship with the student's perception of the environment.


This study explored the relative merits of remedial reading instruction, training in creative dramatics, and a combination of these 2 approaches in effecting gain in reading achievement, creativity, and self-concept. Three 5th grade classes made up the sample. The experimental procedures were effective in maintaining growth in reading for the children, while at the same time contributing significantly to growth in skills of creative thinking. No conclusions were possible concerning the self-concept results.


The purpose of this study was to investigate whether Repressors (those who employ avoidance and denial as defenses) and Sensitizers (those who use intellectual and obsessive defenses) differ in self-ideal discrepancy and change in different ways subsequent to psychotherapeutic interpersonal interaction. Subjects were 88 student nurses. Repressors manifested smaller self-ideal discrepancies than sensitizers. Discrepancies for both groups tended to decrease as a result of the training.


Seventy-eight bright 11th and 12th grade students were categorized as achievers or underachievers and tested for perceptions of self and others. Male underachievers were less self-accepting than male achievers and perceived others as less self-accepting as well. Female underachievers did not differ from female achievers in self-concept, but were more negative in their perceptions of how others perceived them and the degree of self-acceptance which others have.

It was predicted that highly gifted children (those who scored 145 or higher on the WISC or 155 or higher on the Binet) who possessed high self-concepts would be working at grade level expectancy (99%ile on an achievement test). Twenty-three children participated. Results showed the hypothesis to be confirmed. Those gifted children who were achieving below expected level had lower self-concepts.


This study sought to examine 2 tenets of self-concept theory: consistency as a primary need (Lecky) and attitudes of significant others (Mead). Eighth graders, including 47 boys and 58 girls, took tests of self-concept, ego ideal and group attitudes. Self-concept and ego ideal scores were so inconsistent, it was felt that to derive self-esteem from the difference between the 2 scores would lead to variable findings among researchers. Self-concept was found to be unrelated to group attitudes, thereby refuting Mead's theory.


The hypothesis that there would be a positive relationship between the congruence of self and ideal self and the ability to make realistic choices of occupational goals was tested with 96 high school students destined either for a 4 year or junior college education. The results were inconclusive regarding the relationship as hypothesized, but a tendency was indicated for subjects to choose occupations above their aptitude levels which may be a result of the subject's perception of self.


This study analyzed the changes of self-esteem of 129 boys and girls in late childhood and early adolescence. The relationship of self-esteem to social acceptance was also studied. Differentiation, defined as a movement from a global to a more individuated perception of the self, did take place from 3rd to 9th grade. Girls exhibited greater differentiation at a given age, with the highest differentiation occurring during adolescence. No relationship was found between self-esteem and social acceptance.

By means of interviews centered around 12 open-ended, semi-focused questions, the self-image of 30 lower socioeconomic class Puerto Rican fathers in New York City were compared with the self-image of 30 fathers living in Arecebo. There were no marked differences in parental self-image between New York Puerto Ricans and those who stayed in Arecebo.


Three studies were conducted with alcoholics, schizophrenics and normals to validate the Who Are You Test (WAY) as a measure of self-concept and to gather information regarding self-concepts of each group. Besides lending validity to the WAY test, it was revealed that the alcoholic maintains a negative self-concept, the schizophrenic is dubious of his identity, and the normal generally accepts himself.


Each of 21 male college students attempted to recognize his own body, devoid of clothing, facial or situational identifications, from a series of body photographs ranging from most similar to least similar and then to state his degree of certainty as to his final choice. While all subjects were able to correctly identify their own pictures, each was not certain as to the correctness of his choice to the same degree.


Third grade pupils in 4 churches were studied to determine the effects of self-concept on learning in church school and to see whether special teaching techniques as used in one of the classes would be effective in raising self-concept level. No significant difference in the amount of learning was found between children of high self-concept and children of low self-concept. Special teaching techniques did not result in greater changes in student self-concept.
   An experimental group of 30 patients undergoing psychotherapy and a control group of 24 patients who were waiting to begin were measured for self-concept on a test-retest basis. Subjects who received psychotherapy reported self-concepts that were more positive, more consistent, and less pathological. Individual predictions were found to be no more accurate than group predictions.

   Sixth, seventh, and eighth grade slow-learners comprised the sample for this study. Thirty students in 2 special classes were compared with 30 students in regular classes for levels of self-concept, social adjustment, and reading achievement. There was no difference between groups on measures of self-concept indicating that special class placement in itself does not produce changes in the self-concepts of slow learners.

   Each of 30 college students was subjected, through a highly credible but false personality assessment, to pressure to change his perceptions of 2 self-ascribed traits; one in which he perceived a high consensus of agreement and one in which he perceived a low consensus of agreement among 5 significant others that he did, in fact, possess the trait. Subjects displayed greater resistance to change their perceptions of those traits which were perceived to have high consensus among the significant others.

   This study examined the relationship between certain cognitive and noncognitive variables of 723 freshman students in order to provide the basis for a more scientific approach to academic-vocational counseling. No differences were found between subjects with low and high self-concepts on the variable of scholastic aptitude. Military (ROTC) and civilian students did not differ on measures of self-concept nor did students whose fathers had attended college as opposed to students whose fathers had not.

Data regarding achievement variable (standard deviation of an individual's grades), academic performance, and self-concept of academic ability were obtained from the test results and school records of 639 junior high school students for a period of 5 years. Some major findings were that males had higher variability scores in self-concept of ability, the relationship of self-concept of ability to achievement variability was negative, females had lower self-concepts of ability scores, and students with high achievement variable scores generally had higher self-concept of ability scores.


Conditions presumed to affect self:world differentiation were introduced into a space localization task with the expectation that perceived object location— as measured by amount and type of error (i.e., anticipation or habituation)—would vary. Eight experiments were conducted. It was found that with greater self:world differentiation, there was greater perceptual-conceptual activity and more directedness toward maintaining a world of highly differentiated and stable objects.


Scores were obtained from 228 high school seniors on 4 dimensions of the self-concept and were grouped according to 8 categories of ability, achievement, and sex. Subjects with high grades tended to score higher on the Self-Appraisal dimension. Females with high ability had lower self-self ideal discrepancy scores than females with low ability, while males with high ability had higher discrepancy scores than males with low ability.


A cartoon Q-sort was used to measure the self-concepts of 456 culturally disadvantaged 5th grade children preceding and following 15 weeks of presentation of 10 different series of special instructional television programs designed to improve self-concept. No significant self-concept change was noted for the total population but self-concept changes were found for white males when considered separately.

Differences were sought between one group of teachers who had decided to participate in an inservice program designed to increase self-evaluation and a second group who had chosen not to participate. The only differences found were that the teachers who had chosen to participate were less threatened and scored higher on the Minnesota Teacher Attitude Inventory.


Fifty unwed mothers residing in maternity homes, 50 pregnant married women, and 50 single women who had never been pregnant were tested and compared for level of self-esteem. Self-esteem information was obtained from a Q-sort administered twice with an interval of about a month between testings. There were no differences in self-esteem level among the 3 groups nor did self-esteem change for any of the 3 groups during the same time interval.


Sixty-seven males in professional, technical, and managerial occupations in a YMCA physical fitness program were divided into high and low physical fitness groups and compared for levels of self-esteem. The main conclusion drawn was that an individual functioning at a high level of physical fitness does view himself and others more positively.


One hundred 9th grade students participated as subjects in an investigation of the effects of receiving test results on self-estimate accuracy. An experimental group who received information about their test results was compared with a control group who did not. Students with high self-regard made significantly more accurate self-estimates than those with low self-regard. Accuracy of self-estimates was significantly greater for students who received reports of test results than for those who did not.

Tenth grade students participated in one of three methods of group test evaluation of their scores on the California Test of Mental Maturity and were compared for levels of self-esteem with another group who did not receive evaluation. The most significant finding was that while no one method of test interpretation produced higher self-esteem scores, any one given method produced positive changes in self-esteem of students who received high test scores and negative changes in self-esteem of students receiving low test scores.


Several tests and a teacher questionnaire were used to gather information about factors which may inhibit or restrict vocational readiness of the mentally retarded. Forty public high school girls and their teachers were involved in the study. Students clearly displayed a discrepancy between vocational self-concepts and reality, and lacked readiness for entry into the world of work. Furthermore, teachers were generally unprepared to act as counselors to these students.


Eighty-eight 9th graders were randomly assigned to 4 groups of different racial composition in a course dealing with morals, values, and cultural differences team taught by an English and a social studies teacher. An analysis of pre- and posttest data revealed no significant change in self-concept when students were compared by race or by group.


The 61 dropouts and 62 nondropouts who made up the sample as well as the 55 mothers of dropouts and 56 mothers of nondropouts were contacted and interviewed regarding self-concept patterns of the subjects. It was concluded that such factors as intelligence, socioeconomic status, and academic achievement more adequately differentiated the dropout from the nondropout than did the pattern of self-concept and expressed maternal attitudes.

Subjects for this study were 60 educable mentally retarded students enrolled in 4 special education classes at the intermediate level. Three experimental classes received exposure to self-expressive stimuli in varying amounts while the fourth received none. Pre- and posttesting results indicated that the experimental groups achieved greater gains on all variables tested, including self-concept, than did the controls.


Participants in this study were 60 teachers, 3 principals, and 283 pupils at 3 elementary schools, one of which served as the experimental group. Through an inservice program, an attempt was made to change the climate of the experimental school in ways that would increase the self-concepts of the children. The trend which emerged most significantly showed an increased relationship between positive climate change and children's self-concept development over extended time intervals.


Accuracy in self-perception was compared with accuracy of perceptions of others in 89 male college students. No evidence was found to support the hypothesis that the ability to perceive the self accurately is positively related to the ability to perceive others accurately.


A sample of 320 senior high school boys was tested on certain variables including vocational commitment, Erickson's ego identity, various facets of self-concept and academic achievement. It was concluded that adolescents who had not made a vocational commitment demonstrated a greater degree of identity diffusion—lower ego identity achievement and lower self-concept—than those who had. Thus, the level of occupational commitment is predictive of ego identity achievement and self-concept.

Subjects were 23 men and 29 women attending an elementary college psychology course. Ratings made by each subject on the attractiveness of a composite picture seen in a stereoscope of himself and a stranger were compared with previous ratings made by the subject of a control composite picture consisting of 2 strange faces. The hypothesis that the self-stranger composite would be rated higher than the control composite was confirmed, lending support for the theory of the favorableness of unconscious self-judgments.


Measurements on 27 graphic traits purported to be clues to the personality of the drawer were obtained from the figure drawings produced by 213 sixth grade students and correlated with self-concept Q-sort scores. Some of the graphic traits found in figure drawings were objectively measurable and in combination could be used as cues about the self-concept.


Two forms of a self-concept Q-sort, adapted to 3rd grade level, were administered to 32 students. Half received the first form and half the second. Item analysis was performed. Scoring was done by comparing placement of cards with judges' evaluations. This Q-sort seemed to offer a variety of possibilities in efforts to assess self-concept in this age group. It was found to be simple, easy to administer and score individually or in groups, non-threatening and interesting.


This study was conducted in two phases. In phase I, data from items used to measure self-esteem in a prior study were factor analyzed and the results used to guide item construction for the second phase. In phase II, a second overall analysis was performed and in addition, separate analyses were performed for males and females. The findings suggested that in the measurement of self-esteem, the dimensionality of the instrument must be taken into account as a single score may be quite misleading.

Aspects of the self as measured by the Miskimins Self-Goal-Other Discrepancy Scale (MSGO) were obtained from 104 psychiatric patients who were admitted for hospital treatment and later referred to the mental health placement center. Approximately 5 months later, they were assessed for vocational adjustment. Results showed that concept of self, as indicated by the MSGO, does have predictive capability for vocational adjustment of psychiatric patients.


An experimental group of 40 male Negro boys who had transferred from Negro to white schools were compared with a control group of 40 who remained in an all-Negro school on levels of self-concept and anxiety. There was a significant difference in self-concept between the two groups in the post-integration situation, but no self-concept change in either group from pre- to post-integration. Self-concept was inversely related to anxiety.


Eighty-nine Army reserve enlisted men were examined to measure the relationship of 3 variables of social experience: parental identification, religion and social class status, to 2 aspects of self-concept: dominance and love. No significant differences in self-concept scores as a function of parental identification were observed. Catholic subjects had higher love scores than did Jewish subjects, and the former had significantly higher love than dominance scores.


One hundred and two freshmen women were divided into 2 experimental groups and a control group. One experimental group received televised instruction in a course, "Foundations for Fitness," while the other used the traditional approach of lecture and discussion. There were no differences in self-concept change between the 2 experimental groups. However, each experimental group reported greater positive changes in self-concept scores than did the control group.

Five rural high schools provided the sample of 345 ninth and 360 twelfth grade boys and girls for investigating the relationship between self-expectation, self-concept, and academic achievement. It was concluded that self-expectation and self-concept showed great potential as contributors to the explanation of variation in academic achievement.


The interrelation of differential association and self-concept on deviant behavior was explored with 218 high school boys and 175 boys who were attending a state training school. It was found that boys who associated with friends presenting delinquent patterns of behavior were likely to develop a self-concept potentially vulnerable to delinquency and to report a high incidence of delinquent behavior.


Two groups of underachieving 7th and 8th graders experienced an experimental program of self-concept of ability development. One involved parental treatment while the other involved treatment by teachers. A third group acted as control group. No association was found between self-concept of ability and grade point average for any of the students. The parent group had the highest self-concept of ability scores. Increases in the concept of ability which parents held of their children resulted in increases in the students' self-concept of ability.


Beginning college freshmen enrolled in 2 Effective Study classes were subjects for this study. Students' reasons for enrolling in the course were obtained through a Q-sort and were categorized into 2 groups according to similarity. There was a slight but insignificant relationship between reason for enrolling and self-concept at the beginning and end of the semester. Of the 2 groups, one showed movement toward a higher stage of development of self-awareness while the other did not.
   This study investigated the influence of teachers and peers on a child's self-concept during a school year. Pre- and posttest scores were obtained from 212 sixth graders. Six variables of the self-concept were examined. Results showed that children's self-concept fluctuated from fall to spring but did not change significantly during the seven months. The most influential persons regarding self-concept change could not be determined from this study.

   The relationships between several personality variables and sex, intelligence and academic achievement were obtained from 232 Negro males and 230 females in a rural county in northern Florida. There was a significant relationship between intelligence and both self-concept and an aspect of independence. Sex was not related to the level of self-concept. The academic achievement of these subjects was significantly related to their self-concept, independence and inner control.

   This study was an investigation of the self-concepts of 271 fourth and sixth grade boys and girls in relation to their intelligence, academic achievement, interests and manifest anxiety. Results indicated that girls in both grades scored higher in self-esteem than boys in the corresponding grade. Correlations between self-concept and both intelligence and achievement were mostly low to moderately positive. There was no correlation between self-concept and interests. Manifest anxiety correlated negatively with self-concept.

   To test the relationship between self-concept and vocational choice, 135 twelfth grade boys were measured on both of these variables. The hypothesis that individuals would perceive both their self-concepts and their ideal self-concepts to be more nearly similar to their stereotypes of workers in occupations with highly claimed interests than to their equivalent stereotypes of workers in occupations with little claimed interests was supported.

To test the hypothesis that self-acceptance decreases and self-rejection increases as individuals grow older, an adjective checklist was administered to 83 white male surgical patients ranging in age from 20-69 years. The hypothesis was not supported. It was found that perceived age has little relationship to self-perception. Perceived age may be related to self-acceptance but only when there is a discrepancy between chronological and perceived age.


This study attempted to investigate the relationship of pupil self-esteem to teacher self-evaluation and teacher attitudes toward democratic teaching. Data were gathered through questionnaires and interviews from 1261 pupils and their teachers in 24 public schools. It was found that pupils were more likely to have high self-esteem if their teachers had high self-evaluations. Pupils tended to have high self-esteem in the classes of teachers who believed in democratic teaching. Both teacher attitudes were more likely to be found at the elementary rather than the secondary level.


The Interpersonal Check List was administered to 50 delinquent and 50 non-delinquent high school males to compare variables in self-acceptance and identification. Both groups indicated a significant degree of variability in identification and self-acceptance. Non-delinquent displayed a higher level of self-acceptance and identified more with both parents than did delinquents.


This study reports an attempt to construct and validate a quantified self-concept scale of the Draw-A-Person Test. The test was administered to 60 subjects who were also independently rated for self-concept by a judge after a psychiatric interview. A significant correlation was found supporting the hypothesis that the self-concept scale of the Draw-A-Person Test is a valid measure of self-concept.
Three groups of 4th, 5th, and 6th graders were pre- and posttested and compared on variables of the self. Groups A and B consisted of culturally disadvantaged children while children in group C were considered advantaged. Only teachers of group A children participated in the Child Study Program. The most significant finding was that changes did occur in the self-concepts of children toward developing a positive self-regard when their teachers were involved in the Child Study Program.

This study was conducted over a 4 year period using 4th through 9th grade students in 2 school districts in Utah. One district utilized ability grouping and the other random grouping. From the data, obtained through the use of self-concept and achievement scores, it was concluded that random grouping was consistently related to higher self-acceptance for pupils at all ability levels and over most of the grade levels covered in this project.

The sample consisted of 197 college freshmen who were divided into achievers and underachievers and then into those who intended to strive for achievement and those who did not. Tests on self-evaluations were given before and after the semester. Groups could not be distinguished on the basis of pre-semester self-evaluations. Post-semester self-evaluations were lowest for underachievers. Those who had a good self-concept and who intended to and did achieve made the greatest self-evaluation score increases during the semester.

The relationship between measures of self-concept and conservativism was investigated using 40 adult education students whose mean age was 26. It was concluded that the self-concept, which previously has been shown by some studies to be positively correlated with conservativism, appears to be negatively related instead.
Forty female and 10 male education psychology students indicated their feelings toward their first, middle, and last names on a 5 point continuum from "great like" to "great dislike." These scores were then compared to measures of the subjects' self-concepts. Most subjects liked their first names. Middle names were most disliked. Indifference was greatest toward last names. No significant relationship was found between self-concept and like or dislike of one's proper names.

Teacher candidates participated in one of 5 teacher preparation programs ranging from 2-way talking and group centered study action to lecturing and single authority decision making. Effect of the various degrees of interaction was compared to subjects' self-concept scores. As 2-way talking decreased program to program, expressed self-concepts, including attitudes toward self and others, became more negative, and group to group, candidates were less inclined toward self-other interpersonal relationships.

In this study 389 ninth grade students were measured for self-attitudes related to academic ability, and actual performance during the school year as indicated by grade point average. Analysis revealed that scores on the self-estimate of ability scale were significantly and substantially correlated with grade point average.

Self-concept, ideal self, interests, and self-description scores were obtained from 204 children in 6th grade and 2 years later when they were in 8th grade, and from 189 children while in 4th and then in 6th grade. With no special treatment, self-concepts and self-ideals generally improved over the 2 year period, with greatest improvement in the upper grades. Girls had higher self-concepts than boys at all levels. Self-descriptions remained fairly consistent over the 2 years. Correlations between self-concept and each of the variables of intelligence, achievement, and interest were positive but not always significant.
Male psychiatric inpatients were divided into experimental and control groups. Experimental subjects were exposed to a self-image confrontation using a 10 minute videotape replay of an interview. Controls saw a portion of a TV comedy. For the experimental group, self-concept scores shifted in the direction of less pathology and more in the direction of reality, aspects of self became less discrepant, and self-concept scores and public self-concept scores moved closer together.

Fifty-six counseling interviews were chosen from 14 randomly selected cases to investigate changes in the subjects' self-nonself references and self-concept scores, and their relation to therapists' ratings of success. The higher the client's combined increase of references to the private and the interpersonal self, the more likely the client was considered a success in therapy. There was some evidence that the increase was also associated with an increased congruence between the client's perceived and ideal self.

To investigate social desirability response set in self-concept description, 20 male and 20 female normal adults described the self and the socially desirable person on the Tennessee Self-Concept Scale. The tendency to respond to self-description in the socially desirable manner was to be inferred from the lack of a significant difference between self and socially desirable person descriptions. The results showed that subjects as a group made significantly different descriptions for the self and for the socially desirable person.

Self-cathexis, food aversion, and susceptibility to annoyance scores were obtained from 84 psychology students. As predicted, self-acceptance was negatively correlated with number of food aversions, number of occupation aversions, and susceptibility to annoyance. However, correlations were low and only susceptibility to annoyance was significant.

A sample of 333 male and female psychology students was administered a 3-sectional questionnaire. Section 1 was concerned with attitudes toward drugs, section 2 with intent to use drugs, and section 3 with a description of the self. It was concluded that the conditions which influenced the inclination to take drugs could be summarized as dissatisfaction with one's self and lack of restraints to take this route of change.


To study the relationships between self-concepts of the physically handicapped and adjustment as indicated by peer reputation, data were gathered on 28 children, 10 to 16 years of age, by the use of 3 rating scales which provided information on self, peer reputation and degree of disability. It was found that the subjects in this study did not have lower self-concepts than normal children and were not rejected by their peers despite severe physical handicaps.


Seventy-eight 8th grade boys, divided into achieving readers, readers with adequate word recognition but poor comprehension, and those with word recognition problems, arranged Q-sort statements according to perceptions of Self, Ideal, Mother, Father, and Average Other. Achieving readers had greater correlation between Self and Ideal concepts than either of the other 2 groups. Those with word recognition problems had more negative concepts in all areas investigated than the other 2 groups.


The relationship among the self-images of individuals with a visible, borderline, or non-visible, vocationally handicapping condition was investigated in this study. Subjects were drawn from a major urban area in Utah. Data analysis revealed that a person with a visible vocationally handicapping condition was more likely to have a lower self-image than someone whose condition was non-visible.

A sample of 149 mothers who were head of the household and their adolescent children was tested for perceptions of self and interpersonal relationships. Welfare children perceived themselves as being more passive than non-welfare children. Achieving girls reported more passivity than underachieving girls. Greatest differences in self-concept were reported by welfare and non-welfare children in families where siblings differed in achievement level.


This report includes the results of the longitudinal analysis of stability and change in self-concept from 7th to 10th grade and 3 experiments designed to enhance self-concept of ability of school children. It was concluded that self-concepts of academic ability were derived primarily from perceived evaluation of significant others (especially parents) and that self-concept of ability was a limiting factor in academic achievement for most students.


Self-concept of ability and school achievement were focused upon in this study utilizing IQ's, grade point averages, and responses to the Self-Concept of Ability Scale of 1050 seventh grade students. There was a positive correlation between self-concept and academic performance. Specific self-concepts of ability were related to specific areas of academic role performance, which differed from the general self-concept of ability. Self-concept of ability was positively correlated with the perceived evaluations that significant others held of the students.


To test hypotheses concerning relationships between aspects of the self, role expectations and demands, and satisfaction, 81 female nurses were administered questionnaires designed to measure these variables. Correlations produced data which suggested that congruence in the intrapersonal relationship between the self-concept and ideal self is one of the most fundamental conditions for both general happiness and for satisfaction in specific life areas.

This study investigated the effect of the use of test instruments on self-attitudes of 2 groups of psychiatric day care patients. Each group of 12 males and 8 females was measured for self-attitudes before and after the experimental group of subjects took a battery of psychological tests. It was found that testing tended to be associated with more positive valuation of self and more negative valuation of patient peers.


Seventy-three Negro and white boys and girls participated. The experimental group of 43 participated in a summer enrichment program sponsored by Phillips Exeter Academy. Both groups were pre- and posttested on variables of the self and academic achievement. Results indicated that self-concepts did not change significantly as a result of the summer enrichment program while academic achievement decreased.

79. Bruck, Max, and Bodwin, Raymond F. "Age Differences Between SCS-DAP Test Results and GPA." *Journal of Clinical Psychology*, 1963, 19, 315-316.

Age differences in the relationship between self-concept and grade point average were investigated for a group of 300 boys and girls from the 3rd, 6th, and 11th grades. There were significant age differences in the relationship between self-concept and grade point achievement between early elementary and senior high students, and later elementary and senior high students, but there was no significant age difference in this relationship between early and late elementary students. Significant correlations were found between self-concept and grade point average at all levels.


Sixty children, referred to a child guidance clinic, were divided into underachievers and those with no learning difficulties. Self-concept, as measured by the Machover Draw-A-Person Test, was correlated with the presence or absence of underachievement. Results indicated a positive relationship between educational disability and immature self-concept although no cause and effect relationship was claimed.

One hundred and forty-three teachers from 10 elementary schools responded to tests of organizational climate and self-concept. The organizational climate test dealt with interrelations among teachers and relationships between teachers and the school principal. The hypothesis which stated that there would be significant and positive relationships between climate and self-concept was supported.


Two samples of high school boys who differed in their interests in science were subjects. One group in each sample received positively oriented counseling, one received neutrally oriented counseling, and a third acted as a control group. It was concluded that test interpretation counseling had a positive effect on improving future achievement performance and, for students who lacked interest in science, changing self-perceptions.


Correlations were sought between self-concept, creativity and intelligence scores of 65 third grade Negro children and their teachers' perceptions of the relationships among these variables. No significant relationships were found between the measure of self-concept and total creativity score. Self-concept was negatively correlated to intelligence. The correlation between teachers' perceptions of children's self-concepts and actual self-concepts was positive but not significant.


Longitudinal data on 4 boys and 4 girls rated as superior students were collected through high school and college years. Self-perceptions expressed in personal documents were traceable over the 8-year period. Some subjects reported changes in self-attitudes. Subjects emphasized factors which they seemed to think influenced the changing of self-perceptions. Changes in behavior were reported along with these changes in perceptions. It was concluded that personal documents are a valid source of self-concept information.

The effects of 2 independent variables (expectations of liking or disliking other individuals, and evaluative reactions about self from these others) on self-concept and liking for others were experimentally studied with 48 undergraduate students. Subjects changed more in imbalanced than in balanced groups, in the direction of a balanced state. Given initially positive self-concepts, this tendency toward balance was largely a function of effects on liking for others. Thus, Heider's theory of balanced states, upon which this study was based, was supported.


One major aspect of this study was the investigation of the relationships among group esteem, self-esteem, and successful leadership. Subjects were 255 ROTC cadets. As expected, successful-effective leaders were more esteemed by the group than successful-ineffective ones. Members whose self-esteem was greater than the esteem accorded by the group attempted more leadership but were less successful.


Relationships were sought between self-concept, academic achievement, and intelligence in 120 high achieving elementary students. The relationship between student self-concept and achievement was positive but not significant. A closer relationship was found between self-concept and intelligence. There was some evidence of a decrease in self-concept as children progressed through elementary and secondary schools.


The hypothesis of this study was that Negro children with low self-esteem would perceive their skin color less accurately than those with high self-esteem. Each of the 80 subjects was measured for level of self-esteem and then asked to respond to a measure of skin color perception. As predicted, children with lower self-esteem scores were less accurate in their perception of their skin color than children with higher self-esteem.

Four open-ended questions were used to obtain information from 425 grade school children in a minority group area concerning their views of themselves and others. Conclusions were made that schools must provide ways for children to resolve personal and interpersonal problems in socially approved ways and to include prestige-building activities as part of the school program to increase feelings of self-identity and self-esteem.


To investigate the relationship between a child's self-concept and his achievement in school, the author examined a number of studies and synthesized the results. Although there were conflicting findings, the weight of the evidence suggests that a positive relationship does exist between self-concept and school achievement.


A group of 158 fourth, fifth, and sixth graders was tested on measures of academic ability, academic achievement and self-concept. There was a positive relationship between self-concept and school achievement both in general and specific to the school setting. The effect of school grade placement on this relationship was a decrease in the correlation at successively higher grade levels. The self-concept and achievement relationship was more pronounced for boys than for girls. The level of those attributes of self-concept specific to the school setting was higher for girls than for boys.


Self-concept, aspiration, and academic achievement of students in de facto segregated, long-term desegregated, and newly desegregated schools were measured and compared. There were no self-concept differences between children in the 3 schools when self-concept and aspirations related to personal or social qualities were considered. However, the school related self-concepts and aspirations of children attending the de facto segregated school were lower than those of children in the other 2 schools. Positive relationships were found between academic achievement and both self-concept and level of aspiration.

Disguised, objective measures of identification, parental attitudes, and personality characteristics of children were derived from responses of 43 boys and girls and their parents to a questionnaire. The main finding was that children identifying with supporting parents were consistently more self-accepting, less dependent upon current social relationships, and more accepted by peers.


The original sample for this study was 150 preadolescents in 6th grade. Six years later only 87 of the 150 could be located for the follow-up study. Self-esteem and social-personal scores were obtained at both stages. General conclusions were that self-esteem is a relatively stable dimension of the self, and is independent of sex role, while social-personal orientation, on the other hand, appears to mirror the divergent processes of masculine and feminine character development among adolescents in our culture.


Intelligence, achievement and self-concept measures were administered before and after elementary students experienced a self-directed dramatization program. The program was generally considered successful in increasing reading achievement. Self-concept changes were positive and permanent as a result of the program also.


Thirty-nine elementary children with IQ's of 60 to 80 were assigned to one of two groups. One attended a segregated classroom full time while the second attended a special segregated classroom half a day and a normal classroom the remainder of the day. Information was gathered through pre- and posttesting of the children and interviews with the parents. Results showed that children in the segregated setting showed less improvement in self-concept than did those in the partially integrated setting over the one year academic period.

Five hundred 5th grade students in Baltimore were administered the How I Think of Myself as a Learner test, an original instrument designed for this study, to analyze the relationship between self-perceptions and achievement in school. Results suggested that self-perception and self-esteem are affected more by achievement than by economic level and that sex is an important contributing factor to differences in self-perception of learners.


The sample, derived from persons applying for vocational rehabilitation in Salt Lake City, was divided into those who were receiving welfare aid and those who were not at the time of application. Measurements of attitudes toward self and others were obtained and compared. Contrary to expectations, no differences were found between either of the groups on measures of self-concept, self-acceptance, ideal self, or concept of others.


This study set out to explore some of the patterns of self-conception present in 2 groups of college students, one that did and one that did not apply for counseling help, and how these patterns were like or unlike those held before coming to college. Results showed those troubled enough to seek counseling were also troubled in high school. The exception were those considered to be hard workers but who had trouble in high school. This led to the speculation that a work-oriented self-concept in high school might be a disadvantage in college where a self-concept of social competency is more valued in adjustment.


Each of 13 small groups of normal high school students met for 14 educational-vocational group counseling sessions with one of 13 pairs of co-counselors. Changes in perception of self and others were assessed for 46 matched pairs of subjects (counseled vs. noncounseled) by pre- and postadministrations of a Q-sort. Perception of self changed significantly in the direction of good adjustment for the counseled group but no changes were noted for ideal or ordinary persons' Qsorts.

The 17 subjects, potential counselors in a group guidance class, were assigned to T-Group training or Group Video Recall treatment. Pre- and posttesting revealed no differences of significance between T-Group training and Group Video Recall procedures on their relative ability to accelerate or retard counselor-in-training change in affect sensitivity, open-mindedness, and self-perception, each group taken as a whole.


It was hypothesized that students who choose engineering as a vocational field in an attempt to implement a self-concept would have characteristics more like engineers than those who do so to identify with those in the field for self-transformation purposes. While the 2 groups were similar both to each other and to engineers, those who were seeking identification appeared to be attempting to implement an ideal rather than a self-concept.


Thirty-two future teachers were asked to answer, in free style, questions designed to solicit their views toward themselves and their beliefs regarding the set of values which give direction to the behavior of teachers. In general, the majority of subjects displayed low evaluations of themselves. Those with positive self-concepts held child centered ideal values, subjects with negative self-concepts held classroom centered ideal values, and those with inconsistent self-concepts held teacher centered ideal values.


An experimental group of 3 boys and 3 girls participated in 16 counseling sessions and in remedial classes while a control group of 3 boys and 3 girls received remedial reading instruction but not group counseling. Measures of self-concept and reading efficiency were obtained before and after the treatment. Group counseling did not significantly change self-concept but was considered responsible for the statistically significant change in relationships that developed between self-concept and reading efficiency.

Discrepancy scores among 3 aspects of the self-structure—perceived self, "reasonably satisfactory" self, and ideal self—were obtained and compared with anxiety levels of 247 ninth grade boys and girls. In general, it was found that a negative relationship existed between the subjects' anxiety level and discrepancies among the 3 aspects of the self-structure.


Three groups of 189 male college students were subjects. One of the two experimental groups that participated in a physical fitness training program was given progress information while the other was not. The 3rd group acted as a control group. Self-concept was measured before and after the 6 weeks training program. Self-concept was not related to physical fitness, nor did it change as a result of either improvement in physical fitness or knowledge of such improvement.


Self-concept and interests were measured and compared for 175 vocational high school male seniors in 3 testing sessions over a one-month period. The results indicated that broad self-consistency and interest consistency were not significantly related, but that there were significant predictable differences in the relationship of the individual's self- and ideal worker images as they related to his images of high and low interest occupations and his trade occupation.


One hundred and thirty-eight volunteers participated in a role playing experiment designed to effect self-concept changes through cognitive dissonance. Fifty-eight subjects said positive things about themselves, 41 said negative things, and 39 simply watched movies. Self-concept was measured before and twice after the role playing sessions. No changes in self-concept were noted in any of the 3 groups as a result of the experiment.

Intelligence, self-concept, ego-strength, and reading ability were measured with 185 kindergarten children from 2 Detroit schools—one serving lower-class and one serving middle-class neighborhoods. Follow-up tests were given 2 years later to 128 of the original subjects. In general, measures of self-concept made at the beginning of kindergarten proved to be somewhat more predictive of reading achievement 2½ years later than was the measure of mental ability.


Thirty-six males between the ages of 16 and 21 were measured on 4 different self-concept instruments to assess changes as a result of a one-month experience in an Outward Bound summer program designed to build physical stamina and to push each individual to his physical limits. The results showed a general increase in self-concept, an increased congruency between self-concept and ideal self-concept, and no change in ideal self-concept as a result of the Outward Bound experience.


Comparisons in self-concept change were made between an experimental group of teachers who were involved in a major educational reorganization, and a control group who continued to teach in the traditional, self-contained classroom. Teachers who participated in the program involving major reorganization did evidence significantly greater change in reported self-concept than did the control group.


Correlations for 3 aspects of the self-concept (self, self-acceptance, and ideal self) with both school motivation and level of occupational aspiration were determined from test responses of 337 boys in grades 9-12 in Hudson, Ohio. Self and ideal self scores had a slight, but significant, positive correlation with school motivation for all high school boys tested. Self, self-acceptance, and ideal self scores of all high school boys correlated slightly, but significantly, with level of occupational aspiration.
   Data were collected over a 2 month period from chronically ill, aged persons in a special unit of a private hospital, a large public institution, and a large, proprietary nursing home regarding self-conception, interaction, perceived roles and morale. Over a period of time, self-conception as well as other factors associated with self-concept (contacts with relatives, morale, self-care capabilities, and perceived role) were found to decrease. Self-concept varied inversely with the severity of custodial characteristics of the institution.

   This study was conducted to assess the effects of expectancy and the experimental conditions of success, failure, and neutral information on changes in self-evaluation of 192 subjects. As hypothesized, success led to increases in self-evaluation and failure led to decreases in self-evaluation. The magnitude of these changes was influenced by expectancy, but not significantly so.

   Changes in self-concept scores over a 6 month period were investigated for 70 inmates in Ionia Reformatory, a maximum security institution, and 70 in the Michigan Training Unit, a new, modern, educational institution. At the end of the 6 month period, a greater self-ideal discrepancy was noted for inmates in the Michigan Training Unit than for those in Ionia, for first timers than for recidivists, and for those with at least a 10th grade education than for those with an 8th grade education or less.

   In an investigation of the relationship between self-regard and adjustment, 25 adolescent behavior problem females were compared with 12 female subjects who had no history of behavior problems. While the linear discrepancy hypothesis would predict a greater discrepancy within the delinquent group, no significant differences were found between the scores of the 2 groups. Subjects in the problem group frequently had either very high or very low discrepancies,

Fourteen adolescent delinquent girls were exposed to a 10 week socialization program which included training in make-up, hair styling, clothes, etc. Nine were in a group run by community volunteers and 5 were in a group run by mental health professionals. Self-concept changes for those in the program were significant and positive compared to those of a control group with greatest improvement occurring in the group led by professionals.


Fourth, fifth, and sixth grade students and their teachers took part in this study. After the negative self-concepts of the students were identified with the Negative Self-Concepts Instrument, there was a 6 month period of teacher-pupil involvement and interaction designed to improve the children's self-images. The Negative Self-Concepts Instrument was able to identify certain negative self-concepts and the program appeared to be instrumental in helping children to acquire more positive views of themselves.


The authors designed a simple instrument on which children could record their self-reports and which could also be used by the research team to record inferences about the children's self-concept. Fifty-nine pupils in 6th grade responded to the instrument and were observed for 3 separate half-hour sessions. It was concluded that self-report and self-concept are by no means the same thing.


An experimental group of 25 underachieving, bright 11th grade boys and a control group of 25 who were achieving adequately were administered an apperceptive instrument for the purpose of measuring perceptual variables. Underachievers, as compared to achievers, saw themselves as less adequate and less acceptable to others, saw their peers and adults as less acceptable, showed an inefficient and less effective approach to problems, and showed less freedom and adequacy of emotional expression.

Self-esteem of 10-12 year old subjects was measured with the Self-Esteem Inventory and the Behavior Rating Form. Substantial agreement was found between self-evaluation and behavioral expression. Subjects who had experienced success had higher self-evaluations than those with fewer success experiences. Four groups of 12 subjects each, representing 4 patterns of extreme standing on the two variables, were found to differ significantly in achievement, sociometric status, ideal self, and achievement motivation and apparently represented distinct types of self-esteem.


The task of matching a geometric shape with one of a graded series of rectangles under stress and nonstress orientations was presented to 85 preadolescent boys representing 5 types of self-esteem. The results indicated that subjects with high subjective self-esteem were more capable of achieving sensory constancy than subjects with low subjective self-esteem or subjects with high or low behavioral self-esteem.


Four groups of 12 subjects each were selected, on the basis of self-evaluation responses and an evaluation of their self-esteem behavior, to participate in an experimental investigation of the relationship between self-esteem and the recall and repetition of success and failure experiences. It was concluded that 2 factors are necessary for the recall and repetition of failure: the ability to tolerate failure (high self-esteem) and the motivation and striving to overcome its effects.


Subjects were 1748 children, aged 10 to 12. Clinical evaluations were made using a battery of tests and interviews, and behavior was assessed in a series of laboratory experiments. Antecedents of self-esteem were measured by interviews and questionnaires given to the subjects and their mothers. Of the many relationships found between child rearing practices and self-esteem, the most important was that which associated the imposition of definite and enforced limits upon a child's behavior with high rather than low self-esteem.

Tests of intelligence, reading, sociometric choice, and self-concept were administered to 102 fifth grade mental retardates in classroom groups and 12 motor development tasks were administered individually. No substantial support could be given to the hypothesis that motor achievement and self-concept contribute to the avoidance reaction which is observed in many retardates.


A Negro and a white examiner administered self-report instruments to 4 racially integrated testing groups of students in a Manpower Development and Training Center. In 2 groups, the stated purpose of the testing was facilitation in counseling and self-understanding; in the other 2, the stated purpose was selective job placement. For all subjects, self-favoring bias occurred in self-report when testing was understood to be for appraisal purposes.


Sixty-four high school seniors furnished data for this study. Internal perceptual data were based upon inferences stemming from systematic observations of behavior samples in the form of projective essays. External judgmental data were based upon a summation of ratings made about each subject by 3 teachers. The hypothesis that there is a positive and significant relationship between how adequate persons see themselves and the world around them (internal) and how adequate persons appear to others (external) was essentially supported.


The degree of relationship between endorsement of items measuring aspects of self-regarding attitude and item social desirability was investigated with 100 subjects completing the Bills Index of Adjustment and Values. Mean self-concept, ideal self and self-discrepancy were computed for the 49 constituent trait-descriptive terms. It was concluded that the self-concept and ideal self measures of the Bills Index of Adjustment and Values are heavily saturated with social desirability.

The test specificity of self-regard was investigated in this study. It was found that in general the same terms, or the same areas, of self-regard related more highly on the same or on 2 different esteem tests, while different areas of self-regard related only poorly. It was concluded that esteem is not test-specific but rather represents a more enduring individual tendency.


Incongruity was induced through manipulated failure for low self-esteem and success for high self-esteem individuals on a timed task. Success and failure were defined by the subject's achievement relative to the performance of another person. The assumption that success and failure would be an incongruent experience for low self-esteem and high self-esteem individuals, respectively, was proven correct. Incongruity led to defensive behavior and subsequent inability to solve certain kinds of problems.


The relationship of values felt to be typical of the dominant culture in American society to behavior and self-perceptions among 38 male and 52 female white and Negro institutionalized juvenile delinquents was investigated using several paper and pencil tests. No statistically significant relationship was found between subjects' affinity for core culture values, as measured, and their self-concepts and ideal self-concepts.


Two measures, the Verbal Self-Attitude Scale and the Pictorial Test of Self-Evaluation, were used to assess self-concept changes in 75 female mental retardates as a result of an experimental art program. The sample was divided into 3 equal groups. One experienced creative art instruction, the second experienced directed art instruction, and the third received no art instruction. Although the Verbal Self-Attitude Scale results provided no evidence that art experiences aided self-adjustment, gains on the Pictorial Test of Self-Evaluation for the creative group showed more realistic self-concepts. This was taken as an indication of better personal adjustment.

In this critique of research methodology in self-acceptance research, the authors identified several crucial psychometric and methodological principles which have been neglected: the unsupported assumption of equivalence of assessment procedures, the absence of any clear-cut construct-level definition of the variable, failure to construct tests in accordance with principles of representative sampling, and questions concerning the social desirability factor in self-report tests.


A sample of current tests of self-acceptance were intercorrelated and their relationships to social desirability, adjustment, and dependency were determined. Moderate correlations between tests were found. Relationships with adjustment were similarly low to moderate and low correlations with dependency were generally found. There was a consistent correlation of the self-acceptance tests and other measures with social desirability, which appears to reflect the tendencies of subjects to evaluate themselves consistently on a variety of tests.


Subjects for this study, all male adolescents, consisted of a control group, a mildly disturbed group, and a markedly disturbed group. The results of testing showed that the preschizophrenics were less identified than the controls. Differences in self-esteem were found only between the controls and the markedly disturbed group, the latter group having less self-esteem. Even the most non-identified members of the mildly disturbed group maintained self-esteem.


Two hundred and twenty-nine high school and elementary students took an author-made test and the Draw-A-Person Test as measures of self-concept. In addition, their teachers rated them on a scale also designed by the author. The results indicated that the self-concept was related to the intellectual continuum. All 3 measuring devices indicated that the greater the intelligence of the subject, the more positive the self-concept.

This study investigated the influence of the subject's perceptions of the performance of another person on the subject's own performance. It was found that similarity to a successful person enhanced the subject's identification with him. Subjects were more influenced by successful than by unsuccessful persons. Contrary to expectations, subjects low in self-esteem did not identify with a successful person more than did high self-esteem subjects. This study supported Lecky's theory of self-consistency.


Eighty-eight Yale volunteers read transcripts of army draftees giving pessimistic or optimistic views of army life. Draftees were manipulated to be perceived as active "copers" or as weak, passive "non-copers." The subjects' attitudes were measured before and after reading the transcript. Optimism unexpectedly produced no effect. However, high-esteem subjects were influenced more by the coper and low esteem subjects by the non-coper, even though all subjects evaluated the non-coper unfavorably.


This study focused on the relationship among the variables of self-concept, concept of mother, and food aversion of a normal and a disturbed group of 11 year old boys. Significant, positive associations were found between self-concept and mother concept, and between low self-concept and high number of food dislikes. Normal boys evidenced higher self-concepts, higher mother concepts, and fewer food aversions.


Eighty-nine boys and 114 girls in the 4th, 5th, and 6th grades of a New York City school indicated their perceptions of their teachers' feelings toward them and their perceptions of themselves on an adjective checklist designed for this study. Children's perceptions of their teachers' feelings were related to their own self-perceptions, to academic achievement, and to classroom behavior as rated by the teachers.
141. Davidson, Morris. "Changes in Self-Concepts and Sociometric Status of Fifth and Sixth Grade Children as a Result of Two Different School Camp Curricula." Dissertation Abstracts, 1966, 26, 3752. Sixty 5th and 6th graders took part in 2 different camp programs. The first (adult-centered) featured rigidity and structure in the program while the second (child-centered) involved flexibility and individual initiative. Each camp experience resulted in a nearly equal amount of self-concept growth. However, one produced positive changes on certain items while the other produced changes on entirely different items, with no overlap.

142. Davis, Anne Joe. "Self-Concept, Occupational Role Expectations, and Occupational Choice in Nursing and Social Work." Dissertation Abstracts, 1969, 29A, 3414A. Fifty women students in nursing and 50 in social work responded to the Gough Adjective Check List describing the self, characteristics needed in the nursing role, and characteristics needed in the social work role. A significant positive relationship existed between the students' self-concept and the role expectations of their respective chosen occupations. Students differed in their role expectations of the other group's occupation.

143. Davis, Ouida Sue Ristom. "A Comparison of Openness and Self-Concept of Beginning Teachers Who Have Graduated From the University of Southern Mississippi Since 1964 and are Presently Teaching Within the Primary Grades of the Rural and Urban Schools in the State of Mississippi." Dissertation Abstracts, 1969, 30, 2878A-2879A. Thirty urban and 30 rural classroom teachers in Mississippi were interviewed, tested and compared on levels of perception of self and openness. Teachers in urban schools expressed a valuing of work or an accomplishment in terms of intrinsic or self-enhancing satisfaction, and expressed acceptance, liking or valuing of children to a greater extent than did rural teachers.

144. Davis, R. W. "The Relationship of Social Preferability to Self-Concept in Aged Population." Journal of Gerontology, 1962, 17, 431-436. Self-reported adjustment, personal complaints, and self-classification as young or old, as well as social preferability, were factors used in comparing 33 institutionalized, aged subjects. Those preferred by their peers expressed their self-concepts in more positive terms than non-preferred persons. The personal complaints of preferred individuals were chiefly physical and social in nature while those of non-preferred people were mainly psychological in nature.

Seventy-two subjects participated in a conformity experiment where matching behavior was the dependent variable and status and revocability of status were the independent variables. While no direct relationship was found between the two variables, there was tentative evidence that revocability of high status may augment matching behavior in comparison with other conditions, and that telling a high self-esteem person that he has low status may decrease his matching behavior.


A modified Bills Index of Adjustment and Values and a Clothing and Appearance Image Measure were given to 300 female college students in colleges of home economics and education. Results indicated a positive relationship between the congruence and disparity on the self and ideal self-concept measure and the congruence and disparity on the self and ideal self clothing and appearance image measure.


A group of 50 white delinquent boys aged 15 and 16 were compared with a matched group of non-delinquent boys for levels of self-concept using the Tennessee Department of Mental Health Self-Concept Scale. The mean self-concept scores of the non-delinquent boys were found to be more positive than the mean self-concept scores of the delinquent boys. No differences in the consistency of the scores of the two groups were found.


The semantic differential was used to measure the self-concepts and educational concepts of 3 groups of mature women. Each group was characterized by a different degree of commitment and effort in the pursuit of college goals. Self and ideal self discrepancy was found to be inversely related to the time and effort spent in pursuit of college educational goals. The evaluation of goal related activities was found to vary directly with the effort expended in pursuit of college goals.

An experimental group of 18 women who were accepted in a Queens College program for adults over 30 and a control group of 30 who were not accepted completed eight 12 part semantic-differential forms before and after one college semester. Self-ideal self discrepancy, which was lower for the women who were accepted, decreased further after one semester while discrepancy for the women who were not accepted remained the same.


A group of 124 eleventh grade boys took a battery of tests to determine discrepancies between the students' aptitude and perceived aptitude and any relationship of other variables to his aptitude self-concept. In general, actual and perceived ability scores were quite similar. High ability subjects did not have lower discrepancy scores than low ability students. Low socioeconomic subjects were not less accurate in concepts of ability but did have lower self-concepts of ability in relation to actual ability.


Thirty-six male college undergraduates were classified as authoritarian or non-authoritarian on the basis of their responses to the F-Scale. Each subject was then presented photographs of 10 men and 10 women with instructions to rate each on 12 personality traits. Subjects then rated themselves on the same traits. Authoritarians displayed indiscriminate condemnation and fearfulness of the strangers, with complementary insistence that they themselves were virtuous and able.


Ninety-four males who had had larynx cancer operations were given measures of self-concept and anxiety, interviewed, and then classified as non-, below average, average, or above average esophageal speakers. The above average and average speakers had higher self-concept scores than did below average and non-speakers.

Following either ego involved or task oriented directing set, 96 male subjects, classed as high or low in self-esteem, brainstormed in groups of 8. Subjects were then either insulted or not insulted. A student evaluation of the experimenter provided the catharsis experience. Finally, 2 aggression measures were given. Self-esteem level, insult and no insult, and type of directing set interacted to significantly influence catharsis aggression magnitudes.


Measures of self-esteem, self-projection, and clothing behaviors (interest in or valuing of clothing) were obtained from 276 college women. Those who differed in level of self-esteem and security-insecurity reflected differences in their use of words to describe pictures of clothed figures. Thus, they appeared to judge these figures as a result of the projection of certain aspects of the self.


Ratings of the self, ideal, father, and mother were obtained from 8 males and 7 females with Caucasian fathers and Japanese mothers and from matched control groups with homogeneous Caucasian and homogeneous Japanese parentage. All 3 hypotheses—that children of mixed parentage, compared to those of homogeneous parentage, would have smaller self-ideal discrepancy scores; that they would have overall smaller discrepancy scores; and that self-ideal discrepancy scores would correlate with discrepancies between the ideal self and parent of the same sex—were supported for males but not for females.


The relationship of self-perceptions of 93 leprosy patients to their length of hospitalization, education, degree of physical damage and age was investigated. More positive self-concepts were found among patients who had shorter periods of hospitalization, more formal education, and negligible physical damage and who were younger.
   The relationships among self-other conceptions and mental health or illness were investigated with 140 institutionalized patients. The patients' self-concepts did not vary significantly from concepts of them held by significant others. However, patients viewed significant others differently from the way those significant others viewed themselves.

   One hundred and four persons took part in this investigation which sought relationships between self-esteem, need for social acceptance, and group attractiveness. Results indicated that persons made to feel well accepted in a group found the group more attractive than did those made to feel poorly accepted. This difference was significantly greater among persons with low self-esteem than among persons with high self-esteem.

   This study was based on the hypothesis that a situationally induced threat or injury to self-esteem would result in greater impulsiveness of closure in making complex judgments. The subjects were 104 freshmen. Support or threat tended to be more effective in producing differences in impulsiveness of closure among subjects with low self-esteem. Among subjects who were situationally threatened, those with low self-esteem tended to be more impulsive than those with high self-esteem.

   As item analysis of 56 self-concept items originally administered in 1957 by Reckless and Dinitz to 354 sixth grade boys was made, according to whether each item was significantly differentiated by teacher nomination of each boy. Of the 56 items 16 were found to be significant on the teacher evaluation criteria. It was concluded that these 16 items have potential for prediction of delinquency proneness.

A before and after design was used to determine the changes in student needs and social beliefs as a result of an Education Workshop experiment. Contrary to other current findings, it was found that the "closed self" person was more apt to be affected in a workshop setting in terms of personal growth and self-perceptions than was the "open self" person.


The predictive aspects of certain variables on initial reading achievement were tested with 232 first graders and the assessment of the relationship between self-concept and initial reading achievement was conducted with 309 first graders. It was concluded that self-concept is a predictor for some children's achievement and an antecedent for all children's achievement.


By means of the Temperament and Character Test based on Heyman's questionnaire, constitutional determinants were described as 8 typical temperaments or behavior patterns. A sample of 1443 boys and girls was involved. Data indicated that self-concept is influenced by culture which becomes important in counseling. The counselor must be able to analyze the self-concept, which forms the criterion against which choices as to direction and kind of behavior are made.


Self and spouse perceptions were assessed for 54 couples prior to and after treatment for marital disturbance to investigate the relationship of their perceptions to marital satisfaction. The hypotheses that (1) increased congruence of perception and (2) agreement on personality traits would be associated with an increase in marital satisfaction received only partial support. In addition, there were no clear increases either in trait congruence or marital satisfaction over time among the students.

Anxiety, self-concept, reading achievement, and creative thinking of 200 fifth grade boys and girls, classified as upper-middle, low-middle, upper-lower, or lower-lower in socioeconomic status, were assessed and compared. Findings relevant to self-concept indicated that self-concept did not differ among the four socioeconomic levels and did not correlate with reading achievement.


One hundred and six prospective teachers were measured for levels of self-concept before and after one semester of student teaching. Student teaching generally was associated with a positive self-concept for students in English and negative for students in physical education. Positive self-concepts were also associated with students who worked with slow learners and with students whose cooperating teachers were present a good deal of the time.


The purpose of this study was to compare the self-concept as reflected in reported self-images, occupational aspirations, and achievement motivation in matched samples of 25 high school students. Self-images were then compared with 4 teachers' perceptions of the students. No differences were found between the 2 groups on any of the variables. Teachers in the developmental school perceived students' self-images more accurately than did comprehensive high school teachers.


This study was concerned with the influence of a program of primary prevention upon self-concepts of kindergarten children and the relationship of self-concept to academic readiness. No significant differences were found in self-concept change between boys and girls or between children with authoritarian teachers and those with permissive teachers. No relationship was found between self-concept and academic readiness.

This study investigated the effects of ability grouping on acceptance of self and academic self-concept of students in 2 seventh grade populations. No relationships were found between ability grouping and self-acceptance or academic self-concept. High achievers did not have higher levels of self-acceptance in either grouping than low achievers but did have higher academic self-concepts.


This study investigated the extent and nature of the development of the body image as an integral part of the self-concept by asking 20 lower class and 20 middle class preschool children to choose photos of their own bodies from a group of pictures. It was concluded that lower class children had less well-developed self-concepts pertaining to body images than did middle class children.


Relationships between self-concept, contemporary ideal man concept, traditional ideal man concept, and level of neuroticism for 49 upper middle class, white collar workers in New York City were investigated. Traditional ideal man concepts were more impulsive-expressive in character while contemporary ideal man concepts were more impulsive-restraining. Men whose self-concepts were further from the traditional and closer to the contemporary ideal man concept were the most neurotic.


Each of 247 dairy farmers in Michigan rated 10 farm practices on a 15 point ladder type semantic differential scale, rated the importance and appropriateness of each to his farming, and responded to measurements of self-concept and influence of significant others on his decision making. Self-concept items and relevant others were predictors of adoptive rates and factor structure but were selective for all the innovations.

A 73 item questionnaire was sent to 1,000 subjects in New York City. Of the 521 returned, 328 indicated a belief in God. Religious activity was found to have little relationship with self-acceptance and acceptance of others. No relationship appeared between age and self-acceptance. There were no significant differences between men and women in relation to self-acceptance.


One hundred and forty-four secondary school underachievers were divided into 2 experimental and 2 control groups. One experimental group was labeled the "warm teacher" group and the other was designated the "peer leader" group. Neither the "warm teacher" nor the "peer leader" experimental groups showed greater self-concept increase or greater adjustment than their respective control groups.


To measure the stability of self-concept in adolescence, data were collected with a self-concept Q-sort from 172 eighth and tenth graders over a 2 year span. It was shown that self-concept remained relatively stable over the 2 year period. Subjects whose self-concepts were negative at first testing were significantly less stable in self-concept than those whose self-concepts were positive. Subjects whose self-concepts remained negative over the 2 year period were more maladjusted than those whose self-concepts remained positive.


This study was conducted to assess the usefulness of a relatively simple instrument, the Where Are You Game, in measuring the self-concept of children in the 3rd grade. Sixteen boys and 13 girls were asked to respond to 7 bipolar dimensions by rating themselves on a 5 point scale in the form of a vertical ladder. It was concluded that the Where Are You Game is a reasonably sensitive instrument which measures various aspects of the self-concept of young children.
 Differences in the self-concept of 21 delinquent and non-delinquent adolescent girls were sought with a questionnaire which solicited answers to the question "Who Am I?" Contrary to expectations, it was found that the self-concept of the delinquent group as compared with the non-delinquent group was not significantly different with respect to stability, importance, salience, satisfaction, etc. Delinquent girls did portray a more negative self-image.

 Two hundred elementary teachers were subjects in this study which assessed the relationships between self- and self-other concepts and certain building assignment factors. Teachers with 5 to 8 years in their current building assignment tended to be less accepting of self but felt others to be more accepting of themselves. Teachers 36 to 50 years of age tended to reject themselves and felt that others rejected themselves. Males were more accepting of selves and felt others were also accepting of themselves.

 The self-concepts of selected teachers in 30 elementary schools were obtained. Forty-five teachers had been given high ratings by their administrators and 38 had been given low ratings. Self-concept and administrative evaluations were found to be related. This seemed to bear out the conclusions of other writers who agreed that the teacher with strong concept of self would be evaluated in a positive manner.

 This study concerned 4th and 6th grade pupils who had high self-concepts in the face of negative circumstances or low self-concepts in the face of positive circumstances, and factors common or unique to each group. In general, the high self-concept children of this study were immature for their ages, somewhat conceited and generally not as well received by adults as were low self-concept pupils.

This study compared the effects of correct and incorrect post-performance feedback upon self-concept, physical self, and swimming performance of college men who exhibited high and low scores on the Tennessee Self-Concept Scale. While no differences were found between the high and the low self-concept groups as to the effect of the treatments on Intermediate Self-Concept, Post-Treatment Self-Concept, Intermediate Physical Self, or Final Swimming Performance Scores, there were differences found for post-treatment physical self scores.


This study investigated whether or not discrepancies between self- and ideal self-concepts would be related to descriptions of figures in the Thematic Apperception Test (TAT) for a variety of characteristics. Ninety male psychiatric patients, 23 to 52 years of age, at a V.A. hospital participated. Only weak relationships were found between self-discrepancies and TAT responses.


Twenty schizophrenic male veterans made Q-sorts of themselves and of what they considered to be "normal" people. Correlations between self and average person sorts for each patient indicated that these schizophrenics did perceive their discrepancy from what they believed to be normal. As with neurotics, they differed most, not in their conception of the average other, but in their perception of themselves.


A group of 600 beginning college students and 37 beginning nursing students were tested and then retested 2 years later using the Bills Index of Adjustment and Values as the principal measuring instrument. Both groups showed increased self-concept scores and decreased discrepancy scores over the 2 year period. Students with initially high self-concept scores maintained those high scores while those with initially low scores tended to increase theirs.

The aim of this research was to measure the relationship existing between selected interpersonal (self-ratings) and intrapersonal variables and the appropriateness of 12th grade students' field and level of vocational choice. Correlations between the self-ideal and mother-ideal concepts used in combination with intelligence scores, school achievement scores, and socioeconomic status showed the greatest promise for use as a multiple predictor.


In an attempt to test the proposition that the self-concept influences mobility, 31 teacher aides were tested before and after a 3 month period on these 2 variables. Both self-concept and mobility orientation changed over the 3 month period. Furthermore, these changes were concomitant. While prior mobility trends did not appear to explain this association, they did act as conditions which strengthened or weakened the relationship.


A before and after design was employed to assess the main and interaction effects of self-esteem, authoritarianism, and authoritativeness of communicator on opinions changed on the issue of fluoridation of drinking water for a group of high school students. The only significant result was an inverse association between self-esteem and opinion change regardless of other factors.


The Piers-Harris Self-Concept Scale was used to measure both general self-concept and student self-concept. Hypotheses concerning the relationship between these variables and achievement and social approval were offered. High achievers had higher general and student self-concepts than did low achievers. No differences were found in social approval between high and low achievers. General self-concept correlated significantly.

The relationship between self-evaluation and life expectancy was explored with 3 groups of psychotic males: overt suicidal (attempts), covert suicidal (talked about), and nonsuicidals. Nonsuicidals displayed the highest self-esteem with the overt suicides running a close second. The covert suicides displayed the lowest self-evaluation of all.


Two groups of 40 hospitalized, male patients, classified as maladjusted (psychiatric ward) or adjusted (medical-surgical ward) were tested and compared on variables of self-acceptance, repression-sensitization and social competence. While self-acceptance was not associated with adjustment-maladjustment nor with social competence, it was related to suppression-sensitization. Repressors had smaller self-ideal discrepancies than sensitizers.


Subjects for this study were 64 boys and girls whose IQ's ranged from 55 to 146. They were separated into high anxious and low anxious groups and administered personality tests and adjustment ratings. The evidence of better integration of self-concept in the less anxious children indicated that anxiety may be a central personality variable.


This study investigated the differences in reading achievement and self-concept of 107 students enrolled in a reading clinic at Washington State University. At the end of the first 8 weeks, students had changed significantly regarding all school related variables and all self-variables except self-appraisal. Little relationship was evident in any of the comparisons of the measures of self-concept and the school associated variables. For all subgroups, a closer approximation of real and ideal self was evident.

Two groups of 30 college students each representing better and poorer speakers took part. Each subject was asked to perform an actual-self sort, an ideal-self sort, and an "others" self sort. The group of better speakers revealed a significantly higher degree of self-satisfaction, self-acceptance, independence, emotional control, and personality integration than did the group of poorer speakers.


Two groups of female elementary student teachers, one with a quarter of student teaching experience and one with no experience were subjects. No differences were found between groups. A positive relationship was noted between self-perceptions and perceptions of the ideal child. There was also evidence of similarity in the ratings of ideal self and ideal child and ratings of self and ideal self. The correlation between scale ratings of self and ideal self and ideal child were all positive and significant.


From a sample of 2,387 eighth graders, 3 subgroups were identified, tested and compared: dropouts, stay-ins matched with dropouts, and randomly selected stay-ins. No differences were noted on measures of self-concept between groups. Although not significant, relationships suggested that higher self-ideal, self-appraisal, and congruence index scores were associated with stay-ins in school.


Forty matched pairs of high school boys and girls were compared on levels of academic achievement (GPA and self-concept (judgments of 3 psychologists using test responses only). The results confirmed the hypothesis that a relationship does in fact exist between adequacy of self-concept and level of academic achievement. This conclusion, however, while unquestionable for boys, was considerably less so for girls.

Twenty-five children of preschool age, 25 in first or second grade, and 13 in 4th or 5th grade were assessed for levels of self-concept using the Getting to Know You Test, designed for this study. It was shown that at all 3 age levels, the self-concept was adequately reliable and favorable but that both declined somewhat with age. Self-concepts were found to be relatively inaccurate compared with teacher ratings but also improved with age.


This study examined the effects of 4 types of social reinforcement on the self-esteem of low achieving Mexican-American children. The sample consisted of 56 children in grades 1 through 4. In general, the hypothesis that the reward value of success for an individual depends on cultural values and that, to affect self-esteem, reinforcement must vary according to the cultural values of the recipient, was supported.


Prospective elementary school teachers were assigned to 1 of 3 methods of instruction. Group I taught children in a laboratory situation, Group II taught their peers, and Group III prepared an annotated bibliography. All students were pre- and posttested for openness and for levels of self-concept. The laboratory group showed a gain in openness which was not displayed by either of the other 2 groups. No conclusions could be drawn regarding self-concept change.


The purpose of this project was to investigate the relationship between self-concept and delinquency. Data were collected from a vast number of sources and included studies of several hundred subjects. The primary research instrument was the Tennessee Self-Concept Scale. Extensive findings are presented which center on the basic notion that the delinquent's behavior is associated with and stems from a negative self-concept.

Each of 300 unmarried, white college women described herself, the average girl in the class, and herself as the girl in the class she likes best would describe her. Self-disclosure was taken as the amount of information presented to the girl liked best, the average girl, and the girl liked least. Low self-esteem subjects had the greatest amount of social distance. Self-esteem was not related to self-disclosure. Subjects disclosed more to the best liked girl. Subjects disclosed more public information than private.


From 208 applicants for the Neighborhood Youth Corps, an experimental group of 46 and a control group of 28 were chosen. Each contained in-school and out-of-school groups. Pre- and posttest results showed no changes in self-concept, self as learner attitude, or occupational aspiration for any of the groups.


In this study 606 high school seniors were given a battery of tests and the results were used to explore the self-structure, creativity, ability, and achievement of original and non-original students. Results showed the High Original students to have greater self-ideal congruence and to be higher on all dimensions of ability measures than Low Original students.


Test results were presented to 128 education students in 3 experimental groups (interview, small group, and written report). Recall accuracy of test scores was compared with accuracy of self-estimate for the control group and between experimental groups. Change in concept of self and others was obtained from response to a self-concept scale. It was found that all groups, including the controls, obtained lower self-discrepancy scores, which may have been a function of simply having participated in the study.
Twenty-five girls who were recently accepted into a sorority made 4 ratings on a scale designed to test self-esteem at the beginning of rushing, twice during the process, and at the end. As the subjects' scores showed poor internal consistency and stability, restricted variability, and poor responsiveness to evaluation and acceptance by others, serious doubt was cast on the utility of ideal self ratings.

The purpose of this study was to discuss and compare 3 separate research findings regarding attitudes of psychopaths toward self and others. Although agreement between these 3 studies was not perfect, there was broad agreement as to trends. It was concluded that psychopaths and criminals tended to have a more favorable, and neurotics a less favorable concept of themselves in relation to others than have normal people.

The relationships of the 3 independent variables (length of hospitalization, acceptance of disability, and adjustment) with the dependent variable (body image) were tested for 40 male psychiatric patients. The basic hypothesis that a measure of the clarity of a psychiatric patient's body image can predict his ability to accept his disability and subsequently to improve his adjustment, was given support.

In an effort to further establish reliability of the ideal self-concept, 40 college students were asked to describe their self-concepts on a 100 statement instrument and then describe their ideal self-concept one month later. A second group of 40 did the same only in reverse order. Self-concept showed more stability over the one month period than did ideal self-concept indicating the two had a somewhat different reliability. Ideal self changed more for men than for women.

The purpose of this study was to explain differences in self-esteem between groups which had not been explained in the stratification hypothesis in an earlier study. Group cohesion, as an adaptation of Durkheim's theory, was utilized in a further examination of the original data. While cohesion appeared to be a factor related to self-esteem, cohesion failed to explain differences in self-esteem between groups.


This study was conducted to determine the effects of the experiences in the Advanced Studies Program, a summer institute, on the self-attitudes of the participating students. Self-attitudes of the 128 students were measured before and after the 6 weeks session, using the Inventory of Student Attitudes. The self-concepts of the group showed significant growth in the areas of self-reliance and special talents. Similar growth in self-satisfactions was noted.


Fifty-six undergraduate women (aged 20-22) and 41 alumni women (aged 30-40) were classified as goal- and non-goal-oriented women. The four groups were then compared on the variables of self-concept, sex role attitude, and development of achievement need. Goal-oriented women scored higher on measures of the 3 variables than non-goal-oriented women. The same was found for alumni versus undergraduates. Alumni goal-oriented women had the highest self-concepts, while undergraduate non-goal-oriented women had the lowest.


The SIQ Q-Sort and a questionnaire measuring level of aspiration were administered to 101 freshman college students before and half way through the first term. The major hypothesis, that a person's self-concept remains relatively stable while the ideal self changes in terms of scholastic success and failure, was generally supported.

Fifth graders who had participated in the Harlem "Peace Corps" program as "buddies" to underachieving second graders in a semi-tutorial role, and a control group who had not, were tested and compared on several personal variables. No differences were found between groups in self-concept, school attitudes or behavior.


One hundred and eight boys and 180 girls representing 3 levels of intellectual ability were further divided to establish 3 levels of achievement within each ability level. Disparity scores were obtained through the use of a 300 item adjective checklist. Middle and high achievers showed a trend toward higher disparity scores as a function of increasing ability. Low achieving subjects, high or low in ability, had lower disparity scores than those with middle ability.


Twenty-five students with visible handicaps and 25 with non-visible handicaps were measured and compared on variables of body-cathexis, appearance evaluation and clothing value. Males showed less body concern than females and married students showed less than single students. Students who expected high evaluation of their appearance by others tended to score high on self-concept, to place high value on clothing, to be male, and to have non-visible handicaps.


Beginning psychology students were measured for self-concept and dogmatism, given a fake personality assessment, and then retested for self-concept. One group was told the assessment was fake before the second self-concept test and the other was told after. A number of relationships were established but the relationship between open and closed belief systems and self-concept change was inconclusive.

The present study investigated the relationships between self-ideal congruence and personal adjustment in a group of college students in India. Fifty-two men and women were measured for levels of self-concept and personality adjustment. Congruence of self-ideal concept proved to be an indicator of personal adjustment.


The subjects, 112 student nurses in a psychiatric training program, were divided into high and low self-acceptance groups on the basis of initial testing. These groups were then compared on their expressed and rated acceptance of patients. Nursing students with high self-acceptance were found to be more acceptant of patients.


Data were obtained from 94 Negro high school students in Louisville, Kentucky who had been promoted from all-Negro junior high schools. Forty-four chose to enter formerly all-white high schools and 50 chose to enter all-Negro high schools. Essentially, no differences were found between the 2 groups in level of self-concept although distances in semantic space between "Me" and some of the other concepts were quite different.


Two experimental and 2 corresponding control groups were formed from a sample of 40 male subjects. All were given a pre- and posttest on measures of the self. Treatment for one experimental group consisted of an interview and then an opportunity to view an immediate playback of the interview in private. The same was true for the second experimental group except that they watched the playback along with the interviewer. Controls saw scenes of Colorado. Results indicated that the real self changed significantly toward less pathology within the experimental private sample only.
Each of 160 home economics majors residing in home management houses ranked herself and others in her group on items of a questionnaire designed to measure self-regard, self-acceptance, acceptance of others, and acceptance by others. Significant relationships were observed between self-acceptance and self-concept, acceptance of others, accuracy of perception, and satisfactions experienced.

Two hundred and seven Negro junior high school students responded to 2 self-concept measures, an IQ test and an achievement test, and estimated the self-concept of the average member of their peer group. Teachers estimated their students' self-concepts. Boys and girls did not differ on self-concept scores. Self-concept scores were more of a motivational factor in academic achievement than was intelligence. Teacher estimate of student self-concept was the best single predictor of academic achievement.

A questionnaire was used to obtain measures of perceived parental control and support, and self-evaluation from 620 high school students. Perceived parental support was found to be an important antecedent condition for the child's self-evaluation. It was concluded that the context of self-evaluation not only affects the level of self-evaluation, but also significantly modifies the relationships between perceived parental behavior and the adolescent's self-evaluation.

Self-concept and academic achievement levels were assessed before and after a group of students participated in Project Upward Bound at the University of Toledo. Participants had greater positive changes in both self-concept and academic achievement than a non-participant control group. There was a high degree of correlation between self-concept and academic achievement.
This study investigated the effects of both response inferred and experimentally manipulated self-esteem upon social suggestibility of 60 fifth graders as measured by a picture preference test involving matching behavior and a verbal operant conditioning measure. Overall results were generally in accord with the theory that self-esteem and persuasiblility are negatively correlated.

Thirty-five disabled paraplegic college students, 34 non-disabled college students, and 18 paraplegic non-college students were compared on the variables of body concept and self-esteem. Numerous relationships were noted. Self-esteem was positively related to body concept, especially body evaluation for all groups. Disabled groups evaluated non-body concepts (e.g., will power) higher than body concept. Students perceived intelligence and non-body concepts as more important to self-regard than body concepts.

This study examined the effects of self-evaluation (performance expectancy) on post-decisional re-evaluation of choice alternatives for 56 art students. The hypothesis was confirmed: that an increase in the relative value of the chosen alternative would occur only where there was a positive self-evaluation and that where the person had a low self-ability estimate, he would experience regret as evidenced by a decrease in the relative value of the chosen alternatives.

The degree of discrepancy between the individual's appraisal of himself and his relative standing in a comparison group, and the anticipation of appraisals from others in the comparison group were manipulated for each of 158 undergraduate subjects. Dependency on others for self-evaluation was measured. Self-appraisal was found to be influenced by direct comparison of one's performance to the performance of others. Anticipated confrontation produced a positive bias in self-evaluation and an increase in the effects of discrepancy, and provided the medium in which differential dependency operated.

An instrument, designed to measure self-consistency, was tested with 209 undergraduate subjects. The test was found to yield a wide distribution of responses and the reliability coefficient was within the range of most personality instruments. Hypotheses based on Mead's theories were tested and supported providing a measure of content validity for the instrument. In general, the scale properties and the correlates of the instrument seemed promising.


Three groups of male training school residents, with 11 in each group, participated. One group met individually, the second met with adult males for a six week treatment, and the third received no planned treatment. Pre- and posttesting showed that the group who interacted with adult males made the greatest gains in self-concept and sex role identification.


Self-perceptions of 846 men, 18 to 67 years of age, with one year of college and working in positions ranging from skilled labor to top management, were obtained using an adjective checklist. Responses were then examined in relation to age. Contrary to expectations, the most successful managers were not those who were simply more mature, but rather were those who did not deviate too much in either direction from the average person in their age group in terms of self-perceptions.


Tests of self-concept and intelligence were administered to similar groups of 56 Negro and 59 white 6th grade students from 2 public schools in Atlantic City. Significant differences in self-concept were found between the 2 groups of students but the differences were dependent on the sex and IQ level of the children.

Sixty bright 7th graders were divided into an experimental group and a control group. Both were given tests of English grammar, word fluency, and self-concept. The experimental subjects were later told they had done poorly while the controls received no information. Both groups were then retested for word fluency and self-concept. In general, failure had the effect of lowering the experimental subjects' self-concepts and their intellectual functioning.


An experimental group of 110 stutterers were matched with a control group of 55 non-stutterers. Self-acceptance and parental acceptance was measured for both groups using the Hilden Q-Sort. Results indicated that stutterers were less self-accepting than non-stutterers and perceived their parents to be less accepting of them. No significant difference was found between perceived maternal and paternal acceptance for either group.


Children in a 2nd grade classroom were listed in rank order of acceptance based on their responses to a sociometric device. Children estimated their grades on weekly tests in spelling and arithmetic, after which they were graded by the teachers. No relationships were found between social acceptance and self-concepts of ability in spelling or arithmetic.


Levels of reading readiness, self-concept, and verbal-mental ability of 366 kindergarten children were assessed. The results showed that self-concept was positively related to reading readiness, that sex differences did not occur in reading readiness, verbalability or self-concept at any of the levels of reading readiness, and that mental ability was positively related to reading readiness.
   This study attempted to induce a repressive effect on the perceptual responses of 56 men enrolled in an introductory course in psychology and to demonstrate the defensive properties of this process in preserving self-esteem. Contrary to expectations, analysis of the data indicated that perceptual accuracy and self-concept were not affected by the failing experience.

   This study investigated some possible relationships between self-esteem, persuasibility, and different characteristics of communication, using 165 Yale freshmen as subjects. Self-esteem was manipulated by inducing success or failure on an ego involving task. Results showed that measures of self-esteem were not significantly related to any of the opinion measures nor was any interaction between predispositional self-esteem and success-failure conditions significant.

   Effective and ineffective teachers were compared on various characteristics of personality and perceptions. Numerous characteristics were associated with the effective teacher which generally describe him as having a more positive self-concept, as being more accepting of others, and in general, as being better adjusted than the ineffective teacher.

   The Laurelton Self-Attitude Scale was administered to 164 institutionalized female retardates. Scores on subtests of this scale were related to a wide range of measures in the domains of achievement, early experience, and personality. Small but significant positive relationships were observed between self-acceptance and measures of intelligence, school achievement, success in the institutional training program, and success on parole.

A sociometric device was used to classify 187 seventh and eighth graders as either accepted or rejected. Each person then rated himself and how he thought others in class would rate him using a battery of 20 items drawn from several sources including Osgood's semantic differential form. The hypotheses, that rejected individuals would perceive themselves differently from the way in which they were perceived by the group and that rejected individuals would be inaccurate in predicting the group's perception of them, were upheld.


Each of 14 male and 14 female undergraduates made a nonverbal approximation of the self by sliding a 5 inch translucent yellow square (ideal self) over a stationary red square (real self). Q-sorts provided a further measure of self-acceptance and a measure of acceptance of their college. Self-acceptance was shown to be related to acceptance of one's college. The two measures of self-acceptance were not highly correlated.


This study involved a cross-sectional sampling of 500 volunteer subjects in 5 age groups ranging in age from 20 through 69, with comparisons between these groups on variables of the self. Generally self-concepts were found to change in a more positive direction with age. Men saw themselves as more assertive, practical and adventurous while women viewed themselves as more warm and tender but also more tense and insecure.


The sample for this study consisted of 51 delinquent and 71 non-delinquent white girls. Delinquent girls were tested on levels of self-concept 1 month after a 4 week orientation period at a training school and again 6 months later. Behavior scales were rated by the staff. The non-delinquent girls were tested at comparable time intervals. The delinquent group displayed more negative self-concepts and expected more negative evaluations from others than did the non-delinquents. After 6 months, the delinquents altered self-concepts and evaluation expectations in positive directions.

Fifty male students were given falsified personality test results designed to raise or lower their level of self-esteem and were then given a figure-drawing test. A control group of 38 took the test without first receiving any information about themselves. Low-esteem subjects drew pictures which had fewer colors, had more isolated and smaller figures, were less positive in tone, and depicted less vigorous activity than those drawn by high esteem or control subjects.


The standard form of the Tennessee Department of Mental Health Self-Concept Scale (TDMH) was given to 100 psychology students. A second group of 100 students was then given the TDMH in a form wherein the items of the Scale were arranged in random order. Comparisons revealed that significant score distortion can occur in the various subscales of the TDMH due to the development of a response set in the testee induced by the homogenous arrangement of the items.


The semantic differential was utilized to assess attitudes of a group of 115 fourth grade Negro children from a severely depressed urban area and to determine relationships between these attitudes and the variables of school achievement and sex. In general, these children, despite their deprived status, displayed and expressed attitudes that seemed in keeping with their age level.


Thirty-nine Negro and 36 white nursery school children were presented with 3 dolls of dark brown, mulatto, and white skin color and questioned regarding various responses they had to the dolls. The results showed that Negro children did not manifest an unusual tendency to misidentify themselves. It was suggested that such misidentification in previous studies was due to the artifact of having only a dark brown and a white doll from which to choose.

Eighty-three white and 92 Negro children, aged 6 and 7, were tested with a variation of the Clark Doll Test in which the children responded to 2 dolls equal in all characteristics except skin color. Both groups were quite accurate in their identification which suggested that the children had articulated a viable and secure self-system. It was concluded that each child valued the traits of his respective group and proceeded to identify with it.


One hundred 9th graders in Edmonton, Canada responded to self-concept measures and a behavioral rating scale. Self-concept scores were found to be normally distributed. Subjects' self-concepts were generally related to how they thought others viewed them. No relationship was found between self-concept scores and behavioral rating scores made by teachers.


Twelve male and 20 female Negro pupils were the subjects in this study. The experimental students attended an integrated school while the control students attended an all Negro school. While the 2 groups differed on other pertinent variables, no differences were found in levels of self-concept.


Three experiments were conducted to examine the relationships among personality similarity, self-concept, positiveness of personality description and interpersonal attraction. It was concluded that the results supported the hypothesized positive relationships between similarity to self and interpersonal attraction and between similarity to ideal self and attraction.

Using Osgood's semantic differential technique, a group of college students indicated their meaning of self, ideal self, and neurotic. The next day, they responded to a 90 item adjective checklist. Contrary to prediction, self-ideal discrepancy was not related either to the number of maladjusted adjectives checked as self-descriptive nor to the distance in meaning assigned to self and that assigned to neurotic.


A new method of measuring the self, developed from social-psychological theory, is presented. Each subject is given a blank sheet of paper numbered 1 through 20 with instructions to respond to the question, "Who am I?" Scoring guidelines are discussed. The author considers the instrument to be sensitive to the present condition of the respondent and may be valuable in studies that attempt to assess psychological change.


Two hundred and three male freshmen, sophomores, juniors, and seniors were administered several measures to assess self-concept dimensions, and various attitudes and attitude changes. The results showed no measurable directional movement on either the self-concept dimension or on attitudes. Contrary to prediction, ideal self and described self did not become closer as students moved from freshman to senior year.


Measures of self and ideal self were obtained from 45 college students using a Q-sort. One week later, each received a fake personality sketch presumably based on the Q-sort. Each then gave his opinion on the accuracy of the sketch. The hypothesis, that a high self-ideal discrepancy as an indication of low ego identity would be related to an uncritical acceptance of a fake personality sketch that presumably was a realistic appraisal for the subject, was supported.

From responses to a self-concept test, subjects were divided into high and low groups with 15 boys and 15 girls in each. Subjects also took a sociometric test and 2 personal space measures. Teacher ratings of anxiety and dependency were obtained. A significant correlation was found between popularity and self-concept. In general, hypotheses regarding self-concept and personal space were not supported although some findings were significant.


Seventy college women took the Taylor Manifest Anxiety Scale and described their Self, Typical Peer, and Ideal on the Interpersonal Check List. The Ideal was highest in both Dom (dominance minus submission) and Lov (love minus hate). The Self came closer to the Ideal in Lov, while the Typical Peer came closer in Dom. Anxiety was found to be related to the discrepancy between: Self and Typical Peer, as measured globally, on Dom and Lov; Self and Ideal, as measured globally and on Dom; and Typical Peer and Ideal, as measured on Lov.


Discrepancy scores for 40 items of a self-rating questionnaire were intercorrelated for a group of males and for a group of females. The rotated factor matrices showed very little correspondence between the 2 sex groups. While males showed a large first factor called "self-esteem," females' first factor dealt with personal warmth in social settings. It was concluded that mixing of sexes in samples was indefensible.


Self-concept, health-concept, and food preference questionnaires were given before and after the subjects (84 schizophrenics and controls) were divided into failure or nonfailure groups and exposed to the experimental treatment. Failure significantly increased self-concept variability for schizophrenics but not for controls. Schizophrenics appeared to have a self-concept disorder component which manifests itself through inconsistent self-descriptions which may reflect efforts to establish a stable, if unrealistic, concept of self.

The Who Am I? test was administered to 160 undergraduate students. Responses pertaining to academic interests or skills were marked and then the papers were sorted into 3 groups according to the subject's grade average: superior (85%), average (75-84%), and failing (74% -). A striking similarity was found among the 3 groups indicating that the test was not useful in differentiating groups based on college grades.


The 60 subjects responded to a Picture Story Test designed to elicit perceptions of self, school, peers and parents. Teachers completed a personality checklist on each child. Both groups had more negative than positive perceptions but no differences were found between them. Efficient learners were judged by teachers to be more emotionally healthy but these judgments were not correlated with student perceptions of themselves.


A 150 item self-attitude questionnaire developed for use with retarded subjects was given to 50 retarded women in an institution and to 50 retarded women living at home. Seven factors, each a hypothetical organization of self-attitudes which some of the subjects maintained, were identified. It was recommended that these differences be taken into account when dealing with mentally retarded persons rather than simply classifying them as having a favorable or unfavorable self-attitude.


Mentally retarded women were presented with a set of pictures in which actors portrayed pairs of similar situations with one picture showing a need and the other being neutral. Subjects chose from each pair first the picture in which the protagonist was most like them and then the picture in which the actor was doing the best thing. The general conclusion was that the responses indicated self-attitudes and ideals that were organized around themes designed to protect the subjects rather than to gain approval through achievement.

One hundred non-delinquent and 100 delinquent 9th grade male students were compared on the variables of self-concept of ability and classroom achievement. Non-delinquent students had higher self-concepts of ability than delinquent students. Self-concept of ability was related to achievement for both groups when IQ was controlled and to perceived expectations of significant others for both groups and was a better predictor of achievement than was IQ.


Two experiments were conducted with male 8th grade students. In the first, one group was given an approval treatment on a physical task while the other group was given a disapproval treatment. Self-ratings were found to be affected 6 weeks later, thereby demonstrating durability. In the 2nd experiment, approval treatment was given twice. Results showed that increased dosage produced greater and longer lasting effects than single treatments as in the first experiment.


Statistical evidence in this study resulted in a number of conclusions including several related directly to self-concept. Self-concept seems to be unrelated to the factors differentiating culturally alienated low achieving pupils from high achieving pupils. Culturally alienated children do not have the same bleak outlook of themselves that society does of them. Teachers have an incomplete conception of the factors that go into the self-concept make-up of children.


Thirty desegregated and 30 matched segregated Negro household members in Detroit constituted the sample in this study. A happiness self-rating was devised and used as an estimator of self-esteem. It was found that members of desegregated Negro households in the study did tend to have higher levels of self-esteem than did members of matched segregated Negro households.

Twenty-three non-delinquents, 26 self-reported delinquents, 39 delinquents on probation, and 42 delinquents in an institution were measured for identification with the delinquent subculture and level of self-evaluation. Although there were no significant differences between the 4 groups, juvenile delinquents did have more negative self-evaluations than non-delinquents, with institutionalized delinquents showing the most negative of all.


The Bills Index of Adjustment and Values was given to 35 women due to deliver their first child (a meaningful experience) 2 weeks from testing and the day after giving birth. Controls took the tests but reported no meaningful experiences. The reported change in self-concept was found to be significantly greater for the experimental group. Self-concept change was also found to be associated with level of adjustment.


One hundred elementary children were subjects. Relationships were sought between 7 measures of growth and 4 dimensions of the self. Among the many relationships found were: children with a higher growth status for organismic age manifested a more positive physical self-image, intellectual self-image and achievement self-image; and high status children on mental age, reading age, and education age exhibited a more positive intellectual self-image and achievement self-image.


Measures of adjustment, personality, and self-concept were obtained from 246 beginning education students. Contrary to previous studies, neither male nor female teachers were more deferring, orderly, abasing or socially inept than general population norms. Female elementary majors scored lower on academic self-concept than both female and male secondary education majors.

This study proposed an explicit measure of differentiation of the self-concept and explored the content validity of the measure. A self-differentiated individual was defined as one who describes himself in terms of individual experiences rather than in terms of his overall goodness or badness. Findings indicated that the particular pattern of self-perceptions subsumed under the definition of self-differentiation represents a viable construct for integrating the self-perceptions of subjects at early adolescence.


Eighty-nine elementary, junior high and senior high school principals were measured for self and ideal role concepts using a Q-sort and for acceptance of self and acceptance of others using the Index of Adjustment and Values. Each principal was rated as effective or ineffective by the central office. Although 24 relationships were found, no generalizations were reported.


A semantic differential test was designed and administered to 105 volunteer hard-of-hearing adults and to a control group of volunteer normal hearing adults. It was found that hard-of-hearing persons did not differ in feelings of self-regard from normal hearing adults. Hard-of-hearing women and people over 60 years of age felt more "genuine" than hard-of-hearing men and people less than 60 years of age, respectively.


A questionnaire designed to solicit beliefs about junior high school was administered to 493 boys and girls in schools representing 3 types of curriculum patterns: departmental, block of time, and self-contained. Each student was also tested for concepts of self and others, and for socioeconomic status. No relationships were found to exist between beliefs about junior high school and curriculum, self-other concepts, or socioeconomic status.

Fifty white and 32 Negro students attending 2 different liberal arts colleges were given the Twenty Statements Test (Who am I?) and the Reference Group Test (Who are we?). Family 'we-group' identities were found among a relatively small proportion of the respondents. Almost all respondents identified themselves in terms of a student self-identity.


The respondents, 50 white and 32 Negro students attending 2 different colleges, were given the Twenty Statements Test and the Reference Group Test. More Negroes defined themselves in terms of racial response than did whites. National identity was found to be greater among whites than among Negroes. At the 'we-group' level, racial identities were about equally prevalent among both races.


Twenty-six married psychiatric patients and their spouses were administered a 50 item questionnaire to assess their concepts of themselves and of each other 1 week after and again 7 weeks after hospitalization. The patients' initial self-images and their mates' initial perceptions of them were essentially negative. Both became more positive during hospitalization but the spouses still viewed the patients more negatively than they did themselves.


All students in a part time student teaching program in the elementary grades were measured for self-concept using a Q-sort and were rated by 4 trained observers as to their student teaching success. The findings were in accord with the expectations that a significant and positive relationship exists between a student's self-evaluation and his success in student teaching.

Thirty-six students participated in a unit on International Trade and were tested with various instruments. The major conclusion was that the components of creativity, cognitive style, and self-concept do have some relationship to learning and as such some validity for being used as educational goals.


Data were collected from the responses of 120 male undergraduates to tests of creative thinking, creative productivity, and self and ideal concepts. No significant correlation was found between subjects' self-ideal Q-sorts and their creative thinking or creative productivity responses.


Measurements of distortion of perceptions of self and of others were obtained from hospitalized paranoid schizophrenics, hospitalized non-paranoid schizophrenics and a control group of hospital attendants. In general, the paranoid schizophrenics had significantly greater distortion in the perception of self and of others than did the two control groups. The distortion was in the direction of unrealistic self-enhancement and projection.


Twenty paranoid schizophrenics, 20 non-paranoid schizophrenics, and 20 normals were tested for acceptance of self and of others. Paranoid schizophrenics showed a greater difference between expressed acceptance of self and of others, accepted self-derogatory statements about themselves, and expressed a greater amount of self-satisfaction than normals or non-schizophrenics.

The relationships between arithmetic self-concept and arithmetic achievement were measured with 144 sixth grade students. Arithmetic self-concept was found to be significantly and positively related to arithmetic achievement as indicated by both arithmetic achievement test results and teacher-assigned arithmetic grades.


Data were collected from 607 ninth graders in 2 New Mexico schools. No differences existed between the 3 ethnic groups on overall self-concept. Greatest self-satisfaction was found for Spanish-Americans, then for Negroes, and finally for Anglos. Negro and Spanish-Americans were more defensive. Social class did not influence overall self-concept. Males and females differed only with regard to their physical self-concept.


An original instrument designed to measure self-perceptions of oral communication skills was administered to 240 fifth grade students. Students with a high estimate of their communication ability were rated higher in adjustment by their teachers. Self-perception of communication skills was not related to sociometric status. Those who scored higher on the self-report measure of adjustment tended to score higher on the Communications Inventory.


Ninety-eight psychiatric patients were tested and rated in an investigation of the occurrence and degree of correlation between modes of behaving, the self-concept, and physical characteristics. In general, distinct behavioral and self-concept patterns were evident, more so when individual behavioral syndromes were correlated with self-concept items than when diagnostic categories were used. However, the latter also showed trends in behavioral and ideational patterning.

Two experimental groups and a control group were pre- and posttested for physical fitness and for affective attitudes toward the self, the body, and physical fitness. One experimental group met 4 times per week and the other group 2 times per week for physical conditioning. Both experimental groups improved significantly on all four physical fitness variables in comparison to the controls. However, only the 4 day experimental group showed significant attitude improvement.


Thirty-two boys and 16 girls, aged 7-14, who applied to a reading study center for correction training, were measured for the 3 components of self-other comparison used in this study: differentiation, esteem, and individualization. The principal conclusion drawn was that retarded readers are characterized by a high degree of dependency.


A 51 item Q-sort was used to measure self-concepts and ideal self-concepts of 171 tenth grade students enrolled in a matriculation program and 131 enrolled in a non-matriculation program. A random sample of 30 were selected for personal interviewing. There were no significant differences between the self-concept and ideal self-concept scores of matriculation and non-matriculation subjects.


Data were collected by means of a specially designed 30 minute precoded questionnaire, Your Future Plans, which was administered to 1489 high school students. It was found that level of educational aspiration was correlated with both level of self-assessment and level of expectation perceived from significant others.

Pre- and post-administration of the *Tennessee Self-Concept Scale* (TSCS) was conducted to examine the effects of an experimental educational-vocational rehabilitation program on disadvantaged Negro youth identified as potential high school dropouts. Results showed that the experimental and comparison groups did not differ on most of the dimensions of self-concept measured by the TSCS.


Sixteen males categorized as abstract persons and 16 categorized as concrete persons underwent either a 4 hour sensory deprivation or a 4 hour non-deprivation condition with subsequent exposure to a communication designed to induce a positive change in attitudes toward the self. It was shown that deprivation did result in a greater increase in ratings of self and acceptance of self than did non-deprivation, especially for concrete persons.


Ninety coeds were tested and assigned to high, moderate, or low need for social approval groups. Each then evaluated pictures of 6 coeds as to likability, relative to themselves, in the presence of others and in private, providing social and private aspects of the self. In general, those who had high need for social approval had the greatest divergence between private and social aspects of the self.


 Differences in self-regard were assessed for 30 normals, 30 depressed patients, and 30 non-depressed patients in a church related psychiatric hospital. The study also sought group differences in perception and choice of most and least preferred bible characters. It was concluded that depression did affect self-regard but not perceptions of idea self, most preferred bible character or least preferred bible character.
Comparisons were sought between experimental groups who participated in a series of selected art experiences and control groups who did not, on measures of attitudes toward the self and art experience. No significant improvement was noted on level of self-esteem or attitude toward art experience as a result of the experimental program. Differences were found, however, on verbal responses about the self in relation to art experience.

The relationship between self-acceptance and acceptance of others was studied with 255 college women who responded to a variety of tests and inventories. The hypothesis, that persons with incongruent attitudes toward self and others would have higher ideal self-images than those with more congruent attitudes, was not supported. There was, in fact, a trend in the opposite direction.

Pre- and posttests of self- and ideal self-concepts were obtained by a Q-sort from 186 experimental subjects enrolled in a general psychology course and 70 students who were not. Results showed that students taking the psychology class did not change in level of self-concept, self-ideal congruence, or adjustment more than did students not taking the course.

A therapy group of 7 women, diagnosed as psychoneurotic, and a non-therapy group of 8 women were measured for level of self-esteem and presence of symptomatic complaints before and after a 4 month period in which the therapy group received psychoanalytically oriented psychotherapy. Results showed that the therapy group experienced a significant increase in self-esteem and a significant decrease in symptomatic distress.

One hundred elementary, high school and college students were sent a questionnaire regarding embarrassing experiences in their lives as well as a test of self-concept and ego-ideal. There was a negative correlation between discrepancy between self and ideal ego scores and number of reported embarrassing memories for all but the elementary students. The evidence suggested that as age increases, there is an increased attempt to keep from awareness those experiences which fail to enhance the self-concept.


To 40 fourth graders, 51 fifth graders, and 20 sixth graders, classroom teachers administered the Children's Manifest Anxiety Scale, the Children's Self-Concept Scale, and a ranking sociometric device. The more anxious child tended to have a poorer self-concept and to be less popular on the ranking sociometric device than the less anxious child, and the direction of the relationship was generally consistent between grade and sexes.


Male student subjects reported retail prices for 10 pictured products under 5 cued conditions. Cuing group was varied to be at ranging disparity from the subjects self-concept as established in a semantic pretest of a similar group. Cuing produced conformity and conversion among subjects in virtually all situations. Low concept disparity between cuing group and subject's self-favored conformity and conversion was found as expected although the results were not statistically significant.


Fifty-one children were measured for anxiety, self-concept and reading achievement. Coping strength was shown to be a stronger predictor of academic success than IQ with reading achievement. Children with more positive self-images tended to deal more effectively with the effects of distraction and to earn higher grades than children with negative self-images.

Differences between self-concept and self-esteem of subjects in experimental and control groups were investigated with 3rd graders in 15 schools using group counseling as the treatment conditions. Pre- and posttest results revealed no significant differences between experimental and control groups on either self-concept or self-esteem measures.


A group of 258 professional men, including engineers, managers, ministers, and teachers, judged 16 self, other, and vocational concepts on 25 semantic differential scales. Greater congruence between an individual's perception of himself and his perception of specific alternatives open to him (such as vocational types or areas) was related to his choice of a given alternative or vocation.


Ninety-eight married couples were asked to fill in a 7 page instrument. Each person responded to questions regarding his self-attitudes, his evaluation of his marital adjustment, and his role expectations for himself and for his spouse. It was concluded that husbands and wives who had self-concepts indicative of self-assurance and lacking in contradictions and pressures had happier marriages than those whose self-concepts indicated uncertainties, inadequacies, or some sort of pressure for constant striving.


Measures of self-concept, ideal self-concept, and self-ideal discrepancy were obtained from 4 types of criminals and a group of non-criminals using the Sheer Self-Concept Scale. The 4 groups of criminals and the group of non-criminals all differed on factors of the self-concept. The discrepancy scores of criminals and non-criminals reflected a difference but criminal types showed no differences between each other.

Using a critical incident instrument, the Pupil Behavior Opinion Survey, materials characteristic of the behavior and attitudes of 46 maximum and 44 minimum adjustment pupils were obtained. Minimum adjustment subculture pupils showed a greater degree of discrepancy between self-concept and ideal concept than did maximum adjustment pupils. Minimum adjustment subculture pupils were found to be predominantly from lower class homes.


Seventy-four high school senior girls, 45 of whom were identified as having adjustment problems and their mothers responded to a Q-sort. Well adjusted girls were higher in self-esteem, saw themselves as being more nearly like their mothers' concepts of them, were more accurate in assessing their mothers' concepts of them, and expressed feelings of greater acceptance by their mothers than did the less well adjusted girls.


A Q-sort was administered to 30 paranoid schizophrenics and 30 normals to obtain measures of the self and the ideal self. No significant differences between paranoid schizophrenics and normals or between men and women in either group were found on the Q-sort self-ideal correlation coefficients.


This study investigated the effect of high cosmopolitan and low cosmopolitan self-conceptions, interaction patterns in the family, powerlessness, and the role of women in society as they are related to the degree of subjective effectiveness and objective success in family planning. Data were collected from 126 wives and 72 of their husbands using an interview-questionnaire. As hypothesized, wives who perceived themselves as high cosmopolitan were more effective in planning their families than those who saw themselves as low cosmopolitan.

The subjects consisted of 9 labor union members enrolled in a Resident Labor Education Program who attended class and received participant training, 8 who only attended class, and 8 who had not been accepted in the program. No significant differences in closed-mindedness, anxiety, or self-concept were found among the 3 groups after treatment. Significant negative correlations were found between closed-mindedness and a positive self-concept and between anxiety and a positive self-concept.


The subjects for this study, all hospitalized male veterans, including 40 normals, 30 neurotics, and 30 psychotics, described themselves and their parents on an adjective check list. In general, the results confirmed the prediction that psychiatric patients would deviate from normals in their perceptions of parents, self-concept, and identification with parents. The greatest deviation occurred for psychotics.


To assess the effects of self-concept, need for achievement, and learning attitude on scholastic success or failure, the enrollment test scores of 171 college freshmen were obtained and evaluated. While all 3 variables were positively correlated with academic performance, self-concept had the highest correlation and learning attitude the lowest.


In groups of 2, college women were given a test of aesthetic perceptiveness. The one with the higher score was to receive a bottle of perfume. Scores were manipulated so that one succeeded and one failed to achieve the goal (perfume). The attractiveness of the goal was then assessed. Subjects who got scores higher than the expected one and who changed self-perception in a positive direction increased the level of appropriateness of the goal and ranked the prize highest in attractiveness.

The relationship between self-concept and experience in core curriculum programs was investigated with over 4,000 students in 151 core classes from 5 junior high schools. No significant differences were found between measures of self-concept and type of core class, between measures of self-concept and teaching methods, or in measures of self-concept among students or schools. It was found that girls have more favorable self-concepts than boys.


Measurements of the variables of self-concept, attitudes toward others and predicted academic achievement were obtained through the administration of a battery of tests to 850 college students. Academic achievement was inferred from grade point average. The positive self-concept group contained individuals with low self and low ideal self scores as well as individuals with high self and ideal self scores. Self-concept was not always found to be related to attitudes toward others. No correlation was found between self-concept and predicted grades or actual grades.


This study was concerned with the relationship between belief in internal versus external control of reinforcement and positive self-concept change following success on a skilled task. Eighteen male vocational trainees took part. The predictions that experimental subjects would exhibit greater self-concept change than controls and that internalizers would exhibit greater self-concept change than externalizers were not supported.


To obtain data for this study 53 male students who had not been promoted in a grade and 297 continually promoted students were given a questionnaire. The non-promoted students had lower self-concepts of academic ability and lower perceived parental evaluations of their academic ability than did promoted students.

Data for this study were secured from the verbal responses of 106 first year primary children to a 24 item inventory given before and after the school year to assess the effects of large and small classes on self-concept. Changes in the self-reports regarding the first year primary child's self-concept occurred in varying degrees. Greater differences of change between small size classrooms and large size classrooms were noted for the boys than for the girls.


A class of graduate students, all elementary teachers, selected a pupil in their own class to observe and write about, using the child's self-concept as the focus. Social relationships of the child in his home, school, and community and with family, peers, and teachers were recurrently mentioned as influential in the development of the children's self-concepts. Only a minority reported without utilizing the child's view of himself and his world.


Measures of self-esteem were obtained from 335 "first timers" at the Michigan Reformatory and 390 twelfth grade students. Background information on each inmate was also collected. The distribution of the self-esteem scores was not found to vary significantly between the two groups. None of the background factors appeared to have more than the slightest influence on inmate self-esteem scores.


This investigation was a pilot study to determine the reliability and construct validity of the Self-Concept of Academic Ability Scale-Form D (SCA-D), which was designed to assess the self-concept of academic ability of hearing impaired students. It was concluded that reliable and valid measures of self-concept of academic ability can be obtained with hearing impaired subjects under mass testing conditions and that instruments such as the SCA-D can be used to make comparisons between the impaired and the non-impaired.

Ninety student teachers responded to an adjective checklist, providing data regarding their self-concepts, their ideal self-concepts, and their perceptions of the performance of 3 favorably and 3 unfavorably rated colleagues. Self-accepting individuals tended to rate favorably the performance of those who were perceived to possess traits similar to their own. Self-accepting individuals tended to have more accurate perceptions of those they liked than did self-rejecting persons.


Self-ideal self congruence was measured for 701 public school students using a 20 item semantic differential scale. The hypothesis, that the self-ideal self congruence would decrease from ages 8 through 12, was supported for males only, while the hypothesis, that the self-ideal self congruence would stabilize at the onset of puberty, was supported for both sexes.


Forty-eight educational psychology students responded to an essay test. The tests were graded and returned unmarked. The investigator then explained his answers to the questions and asked the students to grade their own tests based on these answers. There was a significant relationship between achievement scores and self-estimates, the relationship being somewhat greater in the case of boys than in that of girls.


Forty-five institutionalized schizophrenic women were seen individually and instructed to draw a woman. Each rated their drawing together with the concepts My Ideal Self, My Actual Self, and My Least Liked Self on the semantic differential scale. The subjects tended to draw a figure that represented themselves much more than an ideal or unfavorable one. This was interpreted as supporting the hypothesis that human figure drawings do represent the drawer's perception of himself.

This series of exploratory studies was conducted with groups of Negro and white obese and non-obese college and nursing students. Both white and Negro obese women had more negative total body image and weight body image attitudes than non-obese women. As a result of video self-confrontation, Negro obese women had more positive weight body image attitudes than white obese women, whereas the total body image attitudes were nondifferential between the groups.


The effects of liking an ability, relevance of the ability to task performance, and value of the outcome were examined in 96 male college students. As predicted, degree of relevance was found to be positively related to estimated probability of success, amount wagered, and performance speed, and was negatively related to self-rating of the ability after failure.


This study attempted to identify and describe some of the variables which differentiate delinquent subgroups using the Tennessee Self-Concept Scale to analyze self-concepts. Not only did the results suggest that the delinquent population is a composite of subgroups which differ from each other, but also suggested that a multi-dimensional approach to the self-concept is a technique that yields valuable data about these subgroups.


Forty-five pairs of parents and their junior high school aged children were tested. Children who had a low number of perceived problems saw themselves as better adjusted than the other children and their parents. Those with an average number of problems perceived their parents as being slightly better adjusted than themselves. Adolescents with a large number of problems perceived their parents as much less well adjusted than themselves.

Self-concepts of 256 business executives were measured by means of 20 responses to the question, "Who am I?" Characteristics of significant others (wife, boss, colleague, and father) were measured along a variety of dimensions by means of a specially devised questionnaire. No relationship was found between the self-concept categories and the items describing any of the significant others.


Data were gathered from the responses of 460 sixth grade students to the California Short-Form Test of Mental Maturity, the Index of Adjustment and Values, Junior High School Form, and the Iowa Test of Basic Skills. Self-concept and Ideal self-concept discrepancy scores were found to be unrelated to any other variable taken to be a measure of academic success.


This study investigated the relationship of differential motivation for occupational choice to homogeneity and heterogeneity of self-descriptions of 127 seminarians who had made the choice of the specific occupation of foreign missioner and of 50 male college students representing men-in-general. The primary finding was that of no significant difference in homogeneity of self-descriptions between men-in-general and the members of the seminarian group.


The variables of pupil achievement, pupil IQ, pupil self-concept, pupil need structure, pupil perception of classroom, and teacher evaluation of pupil achievement, behavior, and self-concept were measured using 452 elementary children and their teachers as subjects. Many relationships were reported. Inner-city children did not differ significantly in reported self-concept from the general population.

Questionnaires were used to gather information regarding the home background and reader self-concept of 582 tenth grade students. Home background factors most related to reading achievement were found to be: mother's use of the library, the number of newspapers and quality magazines in the home, and the father's job. Among the numerous factors in reader self-concept related to reading achievement were: grades, grade aspiration and expectation, educational and career aspirations, and satisfaction of the student and parents with grades and career aspirations.


All young women entering each of 7 nursing schools served as subjects. Responses to a questionnaire by each student nurse and a group of nursing supervisors provided data for the study. The hypothesis, that perseveration toward the objective of becoming a nurse is a direct function of the amount of correspondence existing between the images of student and supervisor when the student embarks upon her training, was not supported.


Forty-nine college students were given the Tennessee Self-concept Scale and tested for immediate recall of 7 word lists. There were no significant correlations discovered between self-concept and immediate recall, between efficiency in the learning of self-concept related versus neutral material, nor between the variability in the self-concept and related learning tasks.


The How I See Myself scale was used to assess changes in self-concept of 104 third graders, 52 of which experienced an abrupt transfer from traditional self-contained classrooms into a non-graded team taught learning laboratory, and 52 of which experienced no change. In general, pre- and post-tests showed no differences between the two groups. Both made gains in self-concept scores but on different variables.

The purpose of this study was to investigate the effects of interpersonal perception on self-evaluations. Individuals perceived themselves to be more like their friends than others they liked less well. Subjects perceiving friends as unlike themselves changed their self-evaluations more than those with friends perceived as like themselves. Persons changed self-evaluations so as to be more like friends to whom they were attracted. Subjects who perceived negative traits in friends had less stable friendships.


Questionnaires were used to gather data in this study using National Merit semifinalists as subjects. There was a low correlation between ratings and biographic behaviors. Ratings from both alters and the self demonstrated this correlation and thus could be used to predict behaviors. No differences were found between alters and the self to predict the behavior of the subject through their respective ratings.


Tests were given to 124 children, 9 to 12 years old and enrolled in a remedial reading program, to determine relationships between self-concept and achievement in reading, arithmetic computation, and problem solving. The results demonstrated no appreciable relationship between self-concept and academic deficiency. It was pointed out that this does not refute previous findings that relate self-concept and achievement per se.


One hundred and five boys whose IQ range was 50-75 were tested for level of self-concept. Some were in special classes while others, although eligible, were not. No differences were found in self-concept scores among the subjects. No relationship was found between IQ and positiveness of expressed self-concept. The one dimension that favored special class placement was a more positive set of statements by boys in special classes regarding social relations with girls.
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A 50 item ideal self-attitude scale and a Q-sort were used to obtain a measure of ideal self-attitudes from 79 institutionalized female retardates. A factor analysis revealed 59 interpretable factors. One factor tended toward a general dimension of personal worth and physical health. The remaining 4 factors represented modes of getting along with people.


Twenty-five unwed mothers whose average age was 16.5 and who had all decided to give their babies up for adoption were tested at the beginning of the third trimester and shortly after parturition by a revised interpersonal checklist. Changes of self-concept and the relationship between the mother's self-concept and descriptions of her by staff members at the home for unwed mothers in which the subjects were staying were sought. It was concluded that the subjects' self-concepts underwent changes suggestive of better adjustment over the course of pregnancy and parturition.


Three studies were reported which were designed to extend the hypotheses that only persons with high self-esteem choose roles that satisfy personal wants and desires, to include only those situations where the dependent variable is overall liking or satisfaction with the situation. This revised hypothesis was essentially supported.


Self-esteem of a group of male college subjects was measured by the Self-Assurance Scale of the Ghiselli Self-Description Inventory. In general, it was shown that people who differ in self-esteem choose occupations differently. High self-esteem persons described themselves more as meeting the stereotypes of specific occupations than did those with low self-esteem. The perceived ethicity of the behavior to be engaged in was found to be predictive of job choice for high self-esteem subjects only.
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The variables of self-esteem, self-perceived abilities, occupationally required abilities, and vocational choice were measured for 70 male and 56 female subjects. Individuals with high self-esteem were more likely to see themselves as having high abilities in those areas where their chosen occupation called for high abilities than were those with low self-esteem.


Two studies of the self-esteem variables in vocational choice were conducted using sales, accounting, and production managers, and students in a business college as subjects. As hypothesized, for those who scored high on measures of self-esteem, self-perceptions were highly predictive of eventual occupational choice, whereas such predictions broke down for those who scored low on measures of self-esteem.


This study attempted to relate 2 nonverbal measures of self-acceptance to the standard paper and pencil test: the Bills Index of Adjustment and Values, using 104 high school students as subjects. One nonverbal technique was the human figure drawing test; for the other, each subject was asked to rank 8 silhouettes, one of which was of himself, on a like-dislike scale. The intercorrelations were not significantly different from zero.


Fifty-eight undergraduate students completed 4 Q-sorts providing descriptions of actual self, ideal self, actual government, and ideal government. Results were in accord with those of an earlier study by Levy which concluded that the disparity score obtained from self-sorts really reflects the subject's general tendency to perceive disparity between the real and the ideal, rather than to perceive the self specifically.

To evaluate the impact of a large, metropolitan gray areas project which utilized team teaching, a mental health team, and close community cooperation, attitude assessment instruments were administered at the project school on two occasions to children in kindergarten and in grades 4, 6, and 8. Significant changes were found in attitudes toward school, home, self, people, and things in general as a result of the projects.


An experimental group of eighteen 7th, 8th, and 9th graders in a school for crippled children were matched with a control group, tested, and compared with respect to self, ideal self, self-congruence, and personal and social problems. Contrary to predictions, crippled children did not have more negative views of themselves, did not have less congruence between concepts of self and ideal self, and did not have more personal or social problems than non-crippled children.


Engineering students were exposed to 1 of 4 combinations of group and individual success and failure conditions. Success and failure were induced by experimenter controlled outcomes on individual and group magnitude-estimation problems. Subjects then completed semantic differential scales. Both individual and group experience had the same effect on self-evaluation: success raised it, while failure lowered it. The experience of group success or failure was the most influential determiner of group evaluation.


Data were gathered from a 5th grade sample of 62 children to investigate the relationship of self-concept to behavior, intelligence, and academic achievement. Girls with greater self-ideal congruence reported greater congruence with faculty perceived student role expectations, higher IQ score and higher academic achievement. Boys with greater self-ideal congruence did not report either a greater or lesser congruence with faculty perceived student role expectations, greater or lesser IQ score, or higher or lower academic achievement.

Sixty-two white, male, educable mentally retarded (EMR) children comprised the sample for this study. Twenty-one institutionalized children were compared with 41 from public school special classes on measures of self-concept. Self-concepts of EMR children reflected generally poor adjustment compared to typical children. There was no difference in self-concept between institutionalized and public school EMR children. Speech defect and IQ were most high correlated with self-concept.


This study was conducted to investigate the differences between two groups of physically disabled adolescents in two basic educational settings (the regular school program and the special education program) for the purpose of determining whether educational placement affected the self-concept and personal adjustment along the positive-negative continuum. It was found that neither group was significantly better than the other, implying that placement does not preclude self-concept or adjustment.


This study explored the concept and implications of high self-esteem using 112 male and female subjects. High self-esteem subjects were found to be more defensive and higher in manifest anxiety. Similarly, high defensive-high self-esteem subjects were found to be lower in manifest anxiety than low defensive-low self-esteem subjects. No relationship was found between self-esteem and dogmatism or tolerance of ambiguity.


Observation, interview and projective testing were techniques used to make inferences regarding the perceptions 52 first graders had of themselves and their world and the relationship of these perceptions to reading achievement and intelligence. The results indicated that study of a child's perceptions gives as good a prediction of reading achievement as do intelligence scores and that when the 2 factors are combined, the predictive power is even greater.

Based on Kelly's personal construct theory, predictions were made regarding the ratings clients undergoing psychotherapy would make of their self, ideal self, and therapist, using their own constructs as opposed to the constructs of the therapist. The hypothesis, that one's personal language is more meaningful than another's, was upheld for self and ideal self ratings but not for the therapist.


Negro and white children in an integrated school but segregated housing pattern comprised the sample. No difference was found in school attendance figures between Negro and white children but Negro children performed at a much lower level on achievement test scores. This indicated that even in a fully integrated school, the outside influences which produce negative images in Negro children may be too much for the school program to counterbalance.


Thirty-six female elementary school teachers were subjects in this study, which examined the relationship of self-concept to certain other psychological traits and the changes occurring in concepts and stereotypes during the 6 month period of student teaching. The primary finding was that self-concept scores changed to a significantly lower status on the Skeptical-Distrustful, Modest-Self-effacing, and Cooperative-Over-conventional dimensions of interpersonal behavior.


Thirty normal and 30 schizophrenic subjects were instructed to classify items of a personal and environmental nature as part of the self, as presented in the Prelinger self-concept test. The schizophrenic group tended to identify relatively more of the distant environmental items and fewer of the internal personal items as part of the self than did the normal group.

Scores from several tests administered to 55 public school teachers revealed a number of relationships between self-acceptance and other variables. Self-acceptance was found to be positively related to acceptance of children and to liberal social beliefs but not related to progressive educational attitudes, to consistency of social beliefs, or to consistency of educational attitudes.


Two independent studies were conducted, one with 124 normal subjects and the other with 60 abnormal subjects. Both groups were tested for real self, blame tendencies, and mood level, and then compared for relationships between the variables. Subjects who were self-blaming had lower self-ratings than those who blamed others. Low mood subjects had lower self-ratings than high mood subjects. Defensives who combined low mood with high self-blame showed lower self-ratings while patients who blamed others showed high self-ratings even in a low mood.


Thirty-seven neurotic-depressive, 37 paranoid, and 67 other patients undergoing general hospital treatment without psychotherapy were measured for self- and ideal self-concepts after admission and prior to discharge. Paranoids began with a relatively high self-rating and self- and ideal self-congruence and did not change. Depressives had low ratings to begin with and improved during treatment.


On the basis of test scores, 60 male and 56 female undergraduate students were classified as high or low self-esteem subjects. They were then subjected to a conformity situation and asked to perform a simple behavior task of counting clicks. Low self-esteem subjects performed less well on the counting task than high self-esteem subjects before any group pressure had been introduced. The findings imply that studies dealing with conformity must not assume accuracy in behavioral tasks in the non-social situation.

Two groups of college freshman underachievers participated in this study. The experimental group underwent basic encounter group experiences; the control group did not. Both groups were tested before and after the encounter experience for self-concept, social self-concept, and others' perceived self-concept. The experimental group revealed a positive change in self-concept and social self-concept scores and an increase in congruence between the 3 self-scores.


To explore relationships of self-concept to other variables in male delinquents, 410 nondelinquents, 206 institutionalized first offenders, and 231 institutionalized recidivists were tested and compared. Nondelinquents scored highest on self-concept measures, then the first offenders, and finally the recidivists. Self-concept was not related to age, ethnicity, mental maturity, or socioeconomic status in any of the 3 groups.


Naval recruits who were reading at 3rd grade level upon admittance participated in a remedial reading program. Through a variety of evaluation techniques, it was found that most students gained in self-confidence and self-esteem during successful experiences in the program. Those who began with lower self-esteem had more difficulties in the program. Reported feelings toward the Navy became less positive as feelings toward self and reading became more positive.


To investigate the relationship between self-esteem and variables associated with industrial jobs, 179 factory workers were employed for this study. Contrary to previous research, self-esteem proved unrelated to job satisfaction, skill level, ego-involvement in one's job, age, seniority, general attitude toward work-related change, absences, and voluntary dispensary visits.
Dissertation Abstracts, 1969, 29A, 3219A.
Subjects were 150 women who had recently delivered babies. Each received a persuasive message recommending that she return for a post-partum medical examination. Threatening and reassuring messages were delivered randomly and previously administered psychological measures were readministered. Opinion change was measured and compliance with examination records were kept. As hypothesized, persuasibility was a function of both anxiety and level of self-esteem.

A self-concept instrument entitled My Self, for use with primary grade children and simple enough to be used without special training, was developed and administered to a sample of 2nd graders. A highly significant difference was found between children rated as having "very good" self-concepts and those rated as having "very poor" self-concepts. No significant sex differences were observed.

Eighty-six volunteers from a state reformatory for men participated as subjects. The experimental group of 41 attended 20 group counseling sessions. Pre- and posttest self-concept scores were obtained for both groups. From the data, the deduction was made that the individuals in the control group changed as significantly as those who received counseling.

Fifty-eight male undergraduates with no military experience listened to 2 persuasive appeals by communicators who had been drafted into the army. One was positive and optimistic and the other negative and threatening. Subjects received information on the personality ratings of the communicators. Subjects were then assessed for levels of self-concept and asked to state their attitude toward the army. Subjects high in self-esteem were influenced more by optimistic communications than by threatening communications while low self-esteem subjects showed the opposite pattern, but the results occurred only among subjects who received communications from sources dissimilar to themselves with respect to personality characteristics.

Perceptions of the self, ideal self, mother, father, and analyst were obtained from 8 patients undergoing psychoanalysis to evaluate the role these perceptions play in transference formation. Four of the 6 accepted subjects had a high correlation between analyst and idealized self. No highly significant correlations were found between mother-analyst or for father-analyst.


Subjects in this study (44 eleventh grade boys) were divided into groups of under-, average and high achievers and tested for concepts of self and of parents. The major hypothesis, that certain personality configurations including those of the self would be most evident for underachievers, less evident for average achievers and least evident for high achievers, was not confirmed.


Three groups of 50 high school boys each were tested for self-concept and other personal, vocational, and home background variables. Group I boys lived under a children's state cottage plan while groups II and III boys lived at home. For boys living in the institution, there was a negative relationship between self-acceptance and level of occupational aspiration.


Data were gathered from responses of each of 488 male high school graduates to a 21 item list describing his concept of ideal job and each of the actual jobs he had held. The degree of self-concept implementation was taken as the difference between ideal and actual job ratings and was called a discrepancy score. The primary conclusion was that discrepancy scores were not a sensitive indicator of self-concept implementation.
The subjects were 48 married couples who participated as members of one of 4 groups. Groups 1 and 2 underwent 9 continuous hours of group psychotherapy with emphasis on interpersonal communication. Group 3 did the same except the emphasis was on an educational-discussion experience. Group 4 completed the same pre- and posttests but did not meet together. The hypothesis, that there would be a smaller discrepancy between how clients in the experimental groups felt they would like to be and the way they actually saw themselves, was not supported.

On the basis of a questionnaire subjects were classified as high or low in self-esteem. Each performed a simple counting task and then was exposed to one of 3 treatments: Ego threat, Frustration without ego threat, or Control. A measure of displaced physical aggression was obtained as well as the effects of the opportunity to express direct aggression on displacement. The results on all of the obtained measures of aggression (direct and displaced) showed that ego threats aroused anger in high self-esteem subjects and that they were more aggressive than lows in response to such provocation.

Thirty-three high school students were randomly assigned to one of 3 groups. Group A, as control group, received no treatment, Group B received individual counseling, and group C received group counseling. Pre- and posttest scores on the variables of concept of self, acceptance of self and concept of ideal self revealed no significant differences between the 3 groups.

One hundred patients afflicted with orthopedic disorders were examined for relationships between self-concept and rehabilitation. There appeared to be strong evidence that self-conception and response to rehabilitation were directly associated. Furthermore, the patient's ability to accept his condition was associated with his response to treatment.
Evaluation was made by a qualified member of the school staff as to the chances each of the 1171 sixth and seventh graders had of getting into trouble with the law. Each student was tested on socialization, self-perception and concepts of the father, law and order and delinquent activity. It was concluded that 12 is the best age to predict chances of delinquency occurring in the next 4 or 5 years. A favorable self-concept and direction of socialization were proposed as the best insulators against delinquency.

After 13 boys and 15 girls of high school age completed 2 measures of self-concept, the fathers of the boys and the mothers of the girls completed the same measures—first for themselves and then to predict their child's self-description. No significant results were found for girls. However, for boys, total, emotional, and home adjustment as well as self-satisfaction were related both to his identification with his father and to the father's assumed similarity to his son.

College students made a series of ratings designed to determine the similarities of meaning among a set of 6 concepts, as well as the relation of the subject's self-concept to each of the concepts in the set. For 3 groups of subjects using different sets of adjectives, consistent individual differences in the meanings attributed to words proved to be of the same order of magnitude as consistent individual differences in the use of these words in self-description.

Discussions in an introductory college psychology course provided an opportunity to compare frequency of oral contribution with the response to self-concept measures for 138 students. Neither self-ideal discrepancy nor the degree to which students were accepting of self or others proved to be related to the frequency of oral responses. Discrepancy score changes did not result in changes in oral contribution during the course.

This experiment was conducted with 80 male engineering students to test Rogers' theory that people repress experience that is inconsistent with their self-concepts. Comparisons were made of the repression of experiences equally discrepant from the self-concept in the favorable and unfavorable direction. The results provided negative evidence for Rogers' theory.


Fifty-eight adolescent mental patients, institutionalized because of behavior-problems, were contrasted with normal controls of the same age and sex with the Self-Social Symbols Tasks, a nonverbal test of self-other relations. The institutionalized group was higher in egocentricity and lower in esteem, social interest, individuation, group identification, and identification with teacher and friend.


To test the hypothesis that social experiences would be reflected in self-social concepts, 72 disadvantaged Negro boys and girls were compared with 72 advantaged white boys and girls beginning school in a rural southern community. Variables were measured by the Children's Self-Social Construct Test. The disadvantaged Negro children were found to have lower self-esteem, a less realistic self-concept for color, less identification with father, and greater identification with mother and with teacher than the control group.


To explore the developmental changes in the self-concept during adolescence, the Self-Social Symbols Tasks was administered to 420 boys and girls, grades 6-10 in 4 schools. The hypotheses, which stated that an individual's self-concept in relation to others is a variable of psychological importance, influencing both present behavior and decisions about the future, and that the self-social concepts will vary as a function of changes in the person and in his social environment, were both supported by the data.

Self-concept and other personality variables were inferred from drawings made of "my family" and "a child in school" by 111 Negro boys and girls from five 4th grade classes in a depressed urban area. The findings were summarized for Good, Average, and Poor achievers by sex. The most striking finding was that self-concepts of girls were higher at each achievement level. Self-concept differences between groups were not significant.


Data on 205 undergraduate students in the basic study and 100 students in the replication study were obtained from responses to a semantic differential regarding self-concept and perceptions of others. The main finding was that self-concept correlated significantly with perceptions of influential Others, but not highly enough to be predictive.


Three hundred and ninety high school students were measured for self-concept, selected scholastic variables, and grade point average (GPA). Self-concept was related to and contributed to the prediction of GPA, ideal self was related to scholastic achievement, females held higher ideal self-concepts than males, and more adequate self-concepts were associated with placement in more able groups.

396. Ludwig, David J. "Levels of Behavior in Reaction to Frustration as Related to the Self-Concept, with Special Reference to the Rosenzweig F-Battery." *Dissertation Abstracts,* 1967, 27B, 4578B.

Self-concept, effect of feedback in the form of approval or disapproval and reaction to frustration were measured after an attempt was made to alter the subject's opinion of his physical fitness by the use of evaluation. Physical self-ratings increased significantly after the subject had been praised and decreased significantly after he had been criticized. Subjects with high self-ratings reacted to frustration with less overt aggression and more solution seeking.
Sixty-five boys performed simple physical tasks and received a random approval or disapproval from a physical education expert. Self-concept and physical or non-physical activity preferences were measured before and twice after the treatment. Increases in self-concept rating and in preference for physical activities followed approval treatment. Disapproval treatment generally resulted in the opposite effect.


Twenty-four 5th grade overachievers in reading were compared with 25 underachievers on the basis of responses to tests of self-concept, teacher perception of the child and peer status. Overachievers revealed significantly more positive self-concepts and were viewed positively by both teachers and peers. Underachievers had a negative perception of the self and were viewed by teachers as manifesting high problem tendency.


Male and female introductory psychology students, classified as high or low on self-concept, were exposed to a sample of 3 and 4 component situations and responses in terms of their projected discomfort were recorded. In the 3 component situation, for both sexes, low self-concept subjects experienced more situations as uncomfortable than high self-concept subjects. The 4 component situations were found to be uncomfortable for all groups.

400. McAfee, Ronald Osa, and Cleland, Charles C. "The Discrepancy Between Self-Concept and Ideal-Self as a Measure of Psychological Adjustment in Educable Mentally Retarded Males." American Journal of Mental Deficiency, 1965, 70, 63-68.

To determine whether the discrepancy between self-concept and ideal self of educable mentally retarded males is a valid and reliable indicator of their psychological adjustment, 30 adjusted and 30 maladjusted retardates were administered an adapted Bills Index of Adjustment and Values. There were no significant differences between the 2 groups. It was concluded that discrepancy scores as a measure of adjustment were not applicable to the retardates used in this study.

The purpose of this study was to examine the properties and relationships of some Q-sort and sociometric scales designed to measure self-perception and perception of others. Participants were 389 college students. Correlations of factor congruence between the inventories were insignificant. Therefore, structural dimensions between sociometric, self, and ideal self factors were not confirmed.


Twenty-four experienced secondary teachers were classified as high or low discrepancy subjects. Each was then assigned to one of four treatment groups: analysis of each other's lessons using interaction analysis; verbal feedback; taped recordings of their classes; or no treatment. A post-treatment questionnaire was administered to assess self-perception change. High discrepancy teachers changed significantly more than the low discrepancy teachers. The verbal treatment produced the most significant self-perception change.


This study investigated the relationship between changes in the self-structure of 1211 fifth and sixth grade children and selected interpersonal perceptions of their teachers. Children's self- and ideal self-concepts became more congruent with time. Teachers rated themselves lower in esteem than they rated the student they considered most desirable to teach. Experienced teachers perceived students considered least desirable to teach as having less esteem than did less experienced teachers. Teachers who rated least desirable students as lower in esteem tended to facilitate the achievement of teacher self-ideal self-congruence in their pupils.


A group of physically fit college men was compared with a group low in physical fitness for academic aptitude, certain personality characteristics and self-concept. The results indicated that physically fit persons did not possess higher self-concepts, did not exhibit more positive personality characteristics, and did not have a better level of personal adjustment than less physically fit persons.

The purpose of this study was to determine relationships between self-concepts of low income culturally different children and specific organismic variables (race, sex, grade level, family size and birth order) and behavioral variables (test responses on standard group tests of intelligence and of achievement). Results showed that all children in this study had positive self-concepts. The only difference was that Anglos had a more significant self-concept than Latin Americans but not more so than Negroes.


Thirty-six underachievers and 36 achievers were identified from 14 fifth grade classrooms and compared for levels of self-concept, anxiety, and lateral dominance. Underachieving girls showed lower self-congruence than achieving girls. Boys with high test anxiety reported lower self-congruency than boys with low test anxiety. Girls with crossed dominance reported a lower self-congruence than girls with unilateral dominance. Girls with crossed control had a lower self-congruence than girls with corresponding control.


The effects of race, sex, and social class on self- and ideal self-concepts of 26 Negro and 211 white high school students in a southern community were investigated. Negro students obtained higher dominance and love scores than the whites for self-ratings but lower scores on ideal descriptions. Socioeconomic status did not appear to affect self- or ideal self-concepts.


The sample for this study included 167 persons who were accepted for rehabilitation by a Division Vocational Rehabilitation Office and 153 who applied but did not return. All applicants were measured for self-concept and ideal self-concept. The accepted cases obtained higher self-concept scores than those who did not return. Of those who were accepted, applicants who were successfully rehabilitated had higher self-concept scores than those who were not.

The purpose of this study was to investigate the self-concept of gifted, honors, and average college students using the Bills Index of Adjustment and Values and a questionnaire. Contrary to prediction, the gifted did not have significantly higher self-concepts than the honors or the average, nor did the honors have significantly higher self-concepts than the average.


Changes in self-concept, academic aspiration, and prejudice were studied for 162 tenth grade students in a southern high school undergoing a change in its social structure from a racially segregated situation to a desegregated situation. Males showed a more significant increase in self-concept than did females. In the integrated school, Negro females and white males increased more in their ratings of the self-concept than did white females and Negro males. In the segregated school, Negro males and white females increased more in their ratings of the self-concept than did Negro females and white males.


After being pre-tested on their self-ratings, 31 high school boys performed simple physical tasks such as dribbling a basketball. An expert responded with approval or disapproval on a random basis. Self-ratings were then re-assessed. The approval group significantly increased in their ratings of self on the criticized items following the experimental treatment while the disapproval group showed a corresponding decrease.


Two groups of chronic schizophrenics of 51 each were measured on a Q-sort to obtain scores pertaining to the self. The 2 groups, all males, differed in that one group was hospitalized and the other was not. Hospitalized schizophrenics had higher correlations between (1) actual self-concept and ideal self-concept and (2) actual self-concept and how they felt the environment expected them to be than did the nonhospitalized schizophrenics.

A group questionnaire was used with 102 fifth grade children placed in 1 of 4 ability groups to assess the ways in which they saw themselves. Those in the highest of the 4 groups used positive words such as "top 5th" to indicate which group they were in and terms such as "I'm smart" as the reasons why. Low ability students used negative words such as "lower 5th" to indicate their group and "I'm too dumb" to explain their placement.


Two groups of educable mentally handicapped boys, one receiving group counseling in a structured but supportive environment and the other experiencing a non-counseling but structured library-study situation, were compared on measures of self-concept, anxiety, age, and IQ with two pre- and posttests. Subjects who received group counseling indicated an increased self-concept score on The Children's Self-Concept Scale but not on The Way I Feel About Myself Scale.


This study attempted to relate the symbolic interactionist theory of the self to reference group theory. Information regarding self-image, membership group self and reference group self of 103 freshmen was obtained as well as sociometric choices of other students in their housing barracks. The results provided support for several aspects of the social self-theory of Cooley and Mead, and lead to its refinement and delineation in terms of certain propositions derived from reference group theory.


Thirty mentally retarded, 30 emotionally disturbed, and 30 normal control children, all 7-9 years of age, were compared on responses to tests of self-concept, reading grade, IQ and teacher ratings of adjustment. A positive relationship was found between self-concept and reading achievement for all groups. No consistent relationship was noted between self-concept and teacher ratings of adjustment for any of the 3 groups. Self-concept scores did not differ significantly among the 3 groups.

The subjects, 72 college males, were interviewed to determine identity status, exposed to a self-esteem manipulation condition, and administered both the Welsh Anxiety Scale and an authoritarianism measure. Subjects low in ego identity changed more in self-esteem and more in a direction consistent with the manipulated information than subjects high in ego identity.


Predictions of immediate and future behavior of 191 Job Corps trainees related to dormitory adjustment, classroom behavior, and skills training were made by the trainees, their peers, their counselors, and their teachers. Trainees' predictions were only somewhat correlated with predictions made by others. During training, self-concept and ideal self-concept changed more than self-esteem.


To determine the influence of hypnosis on self-concept, measures of self-favorability, self-acceptance, and self-criticalness were obtained from 44 volunteers both in the waking and hypnotic state. Attitudes toward the self were found to change through hypnosis. The more the subject was "favorable" to a "helping" relationship with the hypnotist experimenter, the more likely self-concept was to change. MMPI profiles of those who became more self-accepting compared favorably with a college sample from previous research while the profile of those who became more self-critical departed from the sample.


Differentiation—a cognitive property of the self-concept—was investigated to determine its relationship to maladjustment. Sixty males were grouped as adjusted, neurotic, mixed schizophrenic, and paranoid schizophrenic and measured on self attributes and levels of adjustment. Amount of self information volunteered was the same for the 4 groups. As opposed to expectations, adjusted subjects exhibited the most homogenous self-concepts. Adjusted subjects exhibited a higher level of self-regard than the maladjusted subjects.

Using a Q-sort, each of 60 male subjects (15 neurotic adolescents, 15 normal adolescents, 15 neurotic adults, and 15 normal adults) described himself in general, self with family, and self with friends to test hypotheses regarding consistency of the self. Neurotic adolescents described themselves less consistently over situations than did normal adolescents or adults in general. Normal adolescents did not have less consistent descriptions of themselves than normal adults.


Six groups of subjects who were seniors or graduate students in chemistry, music, or physical education were measured to determine if relationships existed between selected personality characteristics and selected major fields of study. The results showed no statistically significant differences among the 6 groups or any combination of the groups on the dimensions of dogmatism, acceptance of self, or acceptance of others.


This study investigated the relationship between level of self-acceptance and performance on 4 specific criteria of college adjustment: self-prediction, educational decisiveness, manifest anxiety, and academic performance using 100 freshmen college students as subjects. Analysis of the data showed no relationship between self-acceptance and the 4 criterion measures of adjustment.


Three hundred and sixteen 5th and 6th grade boys chose the longer of 2 lines in a series of cards once before and once after the experimenter's false report of the group vote. Conformity (the percent of times each subject changed his initial vote from correct to incorrect following the bogus vote) was compared with scores on self-esteem inventory. The evidence suggested that the relationship between conformity and low self-esteem, which has been consistently found in adults, is not present in preadolescent boys.

Data for this study were gathered from 732 lower class adolescent boys through a series of questionnaires. Self-concept was significantly related to family adjustment. Homeless subjects had unusually high self-concept scores. High adjustment and high self-concept increased with parents' education. Negroes, older children, and those from large or disrupted families had high self-concepts and low family adjustment. Only children with no brothers or sisters had low self-concept and low adjustment.


Measures of self-concept and sociometric and socioeconomic status were obtained from 98 mentally handicapped junior high school students. Neither of the two hypotheses was supported: that mentally handicapped children who have a high sociometric status will have more positive self-concepts than those children with lower sociometric status, and that mentally handicapped children from low socioeconomic families will have more positive self-concepts than children from families of higher socioeconomic status.


The primary concern of the study was the relationship of time of special class placement to self-concept development of 98 mentally handicapped junior high school students. Results showed that students who were placed in special classes earlier in their school life did not develop more positive self-concepts than those who were placed at a later time. It was also found that sex, chronological age, and mental age were not factors when comparing self-concepts of the different groups.


Forty-four college psychology students responded to measures of self-acceptance and perceptions of parental attitudes. Subjects high in self-acceptance perceived their parents as more loving and less rejecting than low self-acceptance subjects. A subject's self-regard was more closely related to the mother's than the father's child rearing attitudes. Correlations between self-regard measures and evaluation of parents' child rearing attitudes were higher for boys than for girls.

A semantic differential scale was used to obtain self-acceptance scores and child acceptance scores of 56 mothers of children in a cooperative nursery school. The findings strongly support the hypothesis of a significant positive relation between maternal self-acceptance and child acceptance.


Twenty subjects who had high congruence between their self-concept and their public image presentation and 20 who had low congruence were tested for their adherence to or dependency on social norms. The results supported the inference that those with high congruence between self-concept and projected public image adhere to or accept social dictates more than those with less congruence.


Data used to examine the relationship between self-conception, job-perception, and job-satisfaction were obtained from 72 case workers in Kansas City through the use of tests and questionnaires. In general, the study supported vocational theory that the choice of an occupation is an explicit statement of the person's self-image. Findings regarding job-satisfaction were inconclusive.


Eighty-nine Negro children in 5th and 6th grades from 3 schools were tested and compared for effects of integration on performance and self-esteem. School A was de facto segregated, school B was integrated peacefully, and school C was integrated but under anxiety arousing conditions. Children in both school A and school C had higher self-concept scores than did those in school B. Teachers from school C evaluated their students as possessing higher levels of self-esteem than did teachers from the other 2 schools, which agreed with the children's own self-concept evaluations.
The Activity Vector Analysis was administered to 19 subjects under the instructions to check first those words which they felt applied to the perfect person and then those words which they perceived to be applicable to their image of Nikita Khrushchev. The findings suggested that persons do develop perceptions of others as strong as those of themselves and agree in their perceptions of these inferential selves. The results also revealed that while Mr. K was perceived to possess traits common to the ideal self-image, the subjects' perception of him was that of a substantially different personality.

Comparisons were made between the self-perceptions of 47 management personnel and 112 line workers from a large industrial concern using responses to the Activity Vector Analysis as the measure of self-perception. Members of the management stratum perceived themselves as dominant and aggressive personalities in contrast to the line workers who perceived themselves as relaxed and relatively passive.

This study tested the hypothesis that independent measurement of the ideal self-concept and the social self-concept produces quite different results. Adjective checklists were administered to 2 independent samples of students under varying instructions; one set to measure the ideal-basic self relationship and one for measuring the social-basic self relationship. In both samples, social self-perceptions were quite different from ideal self-perceptions. The hypothesis was supported.

All subjects, 367 male applicants for field sales positions, were administered the Adjective Vector Analysis, a measure of self-concept, during the initial interview. Of the 367, 171 had college degrees. College graduates revealed a stereotyped set of self-concepts characteristic of a relatively passive, non-aggressive, socially confident person. The stereotype self-image was assumed to be a reflection of attitudes learned from peers and faculty while in college.

Forty-seven male and 22 female college students were compared on concepts of ideal self, basic self, social self, father image, mother image and ideal college student. Males and females displayed more agreement than disagreement in their concepts of the 6 selves. Clearer perceptions were noted for concepts other than those referring to own self. Students' self-perceptions yielded a stereotype portraying a warm, friendly, relatively passive and moderately conforming person.


Two groups of sales managers—those considered successful and those considered unsuccessful—responded to the Adjective Vector Analysis to provide scores of basic self and social self. Those considered to be successful had greater agreement between social self and basic self. Both groups agreed on the role they needed to play but disagreed as to their capabilities in carrying it out.


A major purpose of this study was to investigate the nature of the confirming experience as theoretically stated in humanistic psychology and its relationship to level of self-esteem and self-exploration. Written narratives, obtained from 116 juniors in college regarding confirming experiences, were submitted to 2 groups of trained judges. Results indicated no relationship between self-perceptions and confirmation or inferred depth of self-exploration.


To ascertain the self-concept, acceptance of racial identity, family structure, and school achievement of disadvantaged Negro youth, 23 achievers and 23 nonachievers in the 4th, 5th, and 6th grades and their families were tested with various instruments. Achievers in general had positive self-concepts. Underachievers revealed the highest level of anti-white feelings. In general, the subjects functioned well in school if at least one parent or a substitute adult was at home and in control.

A sample of 214 pupils made Q-sort descriptions of various aspects of the self. Teachers described the pupils' real self and the pupil as a student. Findings indicated that among high achieving and high ability pupils, consistency and similarity of descriptions, satisfaction and acceptance of student self-concept, and higher congruence involving inferred descriptions all tended to be associated with higher achievement.


The 225 sixth grade subjects in this study were divided into 4 experimental groups: group guidance, group tutoring, combined, and placebo. All were given a test in fractions after making a prediction of their own results. For the boys, academic expectancy was more realistic following guidance alone and following guidance and tutoring combined than it was following placebo. For the girls, academic self-expectancy was more realistic following guidance alone and tutoring alone than it was following placebo.


This study was conducted to determine if there were differences between gifted and typical groups at each of grade levels 5, 9, and 11 in self and social perception. Ideal person was found to be rated more favorably than self-acceptance by all groups. Self-acceptance and assumed acceptance by others were correlated significantly for all groups. Actual acceptance by others was greater than self-acceptance for the gifted while the reverse was true for the typical.


Subjects were selected in terms of high, moderate, and low repression. After learning and recall trials with a 20 item word list, subjects were exposed to either high, moderate, or low threat conditions. Of the previously learned stimulus words 10 were associated with threat to the self-esteem; no recovery of these words was noted after the removal of threat.

Actual-ideal self discrepancy scores were obtained from 310 beginning college students using the Bills Index of Adjustment and Values and a Self-Rating Inventory. Records were kept of all students who subsequently came to the counseling center. The results indicated that scores on the Bills Index for students coming for personal counseling were significantly higher than those for students who did not participate in counseling. The scales on the Self-Rating Inventory, however, failed to discriminate between participation and non-participation groups.


Self-concept and achievement scores were obtained from 60 Negro underprivileged 5th graders, 20 of whom were achieving at grade level and 30 of whom were not, to determine how self-attitudes related to academic performance. Underachievers were found to have a significantly more negative self-concept than achievers.


Using 63 children, 5 to 6 years old, self-concept and body-percept, the relationship between them, and their possible influence on verbal performance was investigated. There was no significant difference between the mean scores on the self-concept, body-percept, or verbal tests for boys and those for girls. There was a tendency, however, for girls to underestimate themselves and for boys to overestimate themselves on the self-concept measures.


In this study, the author presented a novel and comprehensive theory of the self, constructed a measuring instrument based upon the concepts considered by the theory, and completed an extensive research project designed to assess the efficacy of self variables for describing various forms of psychopathology. The results of the research project were shown to be generally supportive of the descriptive-conceptual system of the self as presented.

A questionnaire designed to assess the age congruence of an individual's ideal self-concept was administered to 24 involutional psychotic patients, 24 other psychotic patients, and 12 controls. It was concluded that involutional psychotics, as compared to normals, do not alter their ideal self-concept in keeping with realities of aging. Instead, they still aspire to goals which are more espoused by much younger individuals. The ideal self-concept of other psychotics differed from those of normal controls of comparable age in the same way.


The 49 items of the Self-Concept section of the Bills Index of Adjustment and Values were subjected to a centroid factor analysis. The subjects were 147 female college students in a teacher preparation program. Seven factors were extracted and rotated by Kaiser's Varimax method: Freedom from anxiety, Motivation for intellectual achievement, Offensive social conduct, Social poise and self-confidence, Warm-hearted attitude toward others, Impersonal efficiency, and dependability.


One hundred female education majors predicted their grades for 3 objective examinations and for the entire course in which this study was conducted. Actual grades were received, self-acceptance was measured, and over- and underachievement scores were computed. Self-rejectant subjects had a smaller discrepancy between previous grade and present level of aspiration and tended to exceed expected grades while the self-acceptant consistently overestimated theirs.


Relationships between perceptions of one's self within the family setting and the personality variables of self-acceptance, manifest anxiety, and neuroticism were examined using 145 female sophomore education majors as subjects. A major finding was that self-acceptance was more closely related to quality and atmosphere of home life than it was to manifest anxiety or neuroticism.

Sixty disadvantaged 7th grade Negro boys and girls were assigned to 2 experimental groups which received 20 sessions of activity group counseling and 2 control groups which received none. Pre- and posttest data were collected. Activity group counseling tended to produce positive changes in self-concept and peer acceptance scores and to produce no change in the grade point averages of the subjects used in the study.


To investigate the relationship between perception of self and achievement in reading, coefficients of correlation were computed between the scores of 7th grade pupils on 6 measures of the variables. The investigation concluded that if a child has an unfavorable perception of himself, it is likely that this will adversely affect his achievement in reading. Conversely, a child who does not achieve in reading may, as a direct consequence, develop an unfavorable perception of himself.


One hundred and seventy-eight adults enrolled in an Agri-Business school were classified as high school graduates or non-graduates. The non-graduates were further grouped as to success in obtaining a diploma through GED tests. Self-concept scores were obtained before and after the training period. Findings indicated no significant differences in self-concept scores of high school graduates and non-graduates. Self-concept scores did show a general increase during the time the subjects were in the program.


Discrepancies between perceived self-descriptions and perceived occupational roles were obtained from a sample of 840 which included women in teaching and nursing and men in teaching and engineering at 3 different stages of high school planning, college preparation and on the job experience. There was less discrepancy between one's concept of self and his chosen occupational role than between his concept of self and another occupational role.

Sixty career women and 60 noncareer women completed a questionnaire on which they described self, feminine role, masculine role, feminine career role, masculine career role, and ideal woman perceptions. The hypothesis that career women deal with conflicting role expectations by minimizing the differences they perceive was not supported. A woman's position, in terms of career or no career, does not seem to influence self and role perceptions in any consistent way.


One hundred and seventy college students were measured for levels of positive regard and empathetic understanding as well as various aspects of the self. Among the major findings were: individuals who believed themselves to be transparent actually demonstrated more transparency than did others; females were generally more interpersonally aware than males; and social desirability was more involved in appraisal of others and by others than it was in self-appraisal. This study failed to validate the Rogerian construct of congruence.


A group of 44 nursing students and a second group of 43 female education majors were administered Q sorts to obtain perceptions of self, of a nurse, and of a teacher. Both samples showed a significantly greater similarity between their self-perceptions and their perceptions of their chosen occupational roles than between their self-perceptions and their perceptions of an occupational role they had not chosen. The findings supported the self-concept implementation theory of occupational choice.


Discrepancy scores between self, self-ideal, and mother-ideal were obtained and related to appropriateness of vocational choice, aspiration level, intelligence, school achievement and socioeconomic level for 195 twelfth grade boys. Self-concept discrepancy scores were not related to appropriateness of the choice of vocational field. The self-ideal mother-ideal concept congruency was related to choice of vocational level, intelligence, school achievement, and socioeconomic status.

Two groups of 24 subjects each were exposed to a 3 choice probability learning task. One group had high self-ideal discrepancies and the other had low self-ideal discrepancies. While differences in performance between the 2 groups was not significant, it was found that subjects with high self-ideal discrepancies tended to underestimate their performance while subjects with low self-ideal discrepancies tended to estimate their performance more accurately.


Seventy V.A. hospital patients attended 3 sessions of non-staffed, patient group therapy meetings once a week for 3 weeks. Individual behavior was recorded by an observer. Self-esteem was measured after the 3rd session. Self-esteem was found to be related to frequency of participation in group discussions. High self-esteem subjects placed themselves further from low status others than did low esteem subjects. Those with high self-esteem were more consistent with regard to frequency of participation.


Tests and questionnaires were used to gather data from 157 fifth and sixth grade children and their mothers. A positive relationship was predicted between child self-concept and mother contentment, self-esteem and warmth, and parental satisfaction with child behavior and with child learning. Child self-concept was predicted to be negatively related to parental restrictiveness, punishment, pressure for independence and achievement, and demands for conformity. The only prediction supported was the relationship between child self-concept and parental satisfaction with child learning.


In response to a questionnaire, each member of a group described himself, predicted others' descriptions of him and described each of the other members of the group as he thought they 'really' were. It was found that the self-insight of the person judging was a variable that discriminated between accurate and inaccurate descriptions of others. Likewise, the self-insight of the person being judged significantly differentiated those whose responses were accurately predicted and who were described accurately.

In this study, 457 upper-middle class married women were tested in an investigation of the relationships between social roles, marriages and self-esteem. For women who had not had children, self-esteem was related to other role performance and intrinsic marriage. For women who had at least one child at home, self-esteem was positively linked to high other role performance and inversely related to marital configuration. Women generally revealed that self-esteem was directly related to other role performance and inversely associated with house role performance.


The subjects, 109 college students, were divided into achievers, underachievers, and overachievers. Through the use of questionnaires, interviews, inventories, and case study data, comparisons were made between self-concept and other variables. Overachievers had a poorer self-concept of their ability to learn than either achievers or underachievers. Parents were shown to be among the significant others in the lives of the subjects.


The College Performance Scale provided estimates of self-percepts, self-ideals, and actual-ideal discrepancies with respect to total student role, role in class, role outside of class, role at home, and role in general intellectual and cultural activities for 250 college fresh subjects. Measures of anxiety and other variables were also obtained. It was concluded that manifest anxiety is associated with actual-ideal discrepancies with respect to self-concept in student role.


Thirty-three 17 year old subjects (16 early-maturers and 17 late-maturers) took the Thematic Apperception Test which provided data for this study. The most significant finding pertaining to the self was that late-maturing boys, because of their inability to compete in many activities and subsequent feelings of inferiority, have a more negative self-concept than early-maturing boys.
Ten groups of 6 undergraduates each wrote brief stories in response to 8 pictures, participated in a 20 minute leaderless group discussion, and then filled out a sociometric questionnaire. The results indicated that persons with negative self-concepts were less effective in an unstructured group situation than those with more positive self-concepts.

Four groups of subjects, including neurotics, inpatient psychotics, outpatient psychotics, and a control group Q-sorted 100 items to describe themselves and their ideal selves. The control group showed higher self-ideal correlations than did the 3 diagnostic groups even after specific items accounting for the intergroup differences were removed.

One hundred and twenty-three females were divided into high and low self-esteem groups and then randomly assigned to the experimental or control condition. A procedure was used to verbally condition the increased usage of hostile verbs. Subjects then completed a post experimental questionnaire. The verbal conditioning procedure was effective in producing an increase in the usage of hostile verbs, but performance was not related to either self-esteem or social desirability.

The relationship between personality self-disclosure and occupational choice was obtained for 2500 freshmen at the University of Kentucky using the Jourard Self-Disclosure Scale and the American College Test. Girls, regardless of high or low disclosure, chose person oriented occupations. Low female disclosures were more undecided about their vocational choice than high female disclosures, while no such differences existed for men. For males, the sex of the significant target persons was influential in vocational choice, but was not for women.
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Two groups of male college freshmen were compared for accuracy of self-concept and adequacy of occupational planning. The high group consisted of 39 students who ranked in the top 2% on the School and College Ability Test. The near high group included 52 students who obtained scores at the 84th or 85th percentile rank. In general, male college freshmen of high ability showed no superiority to those of near high ability in accuracy of self-concept or in adequacy of occupational planning.


Between-group and within-group comparisons of self- and ideal self-concepts were obtained using a Q-sort with 60 adult male criminals. No differences were found in self-ideal congruence between first offenders and chronic offenders. Ideal concept of criminals was similar to that of normals. Offenders against the person showed greater self-ideal incongruence than offenders against property who resembled normal non-criminals.


Responses of 229 eighth grade children in a New York City suburban school to tests of self-concept, self-acceptance, socioeconomic status, academic achievement, and intelligence were compared and analyzed. Self-attitudes were, in general, not closely related to academic achievement, intelligence, or socioeconomic status. Positive trends existed in the relationships involving socioeconomic status with self-concept and self-acceptance, while a negative trend was seen in the relationship between self-acceptance and achievement.


The Bills Inventory was given to 390 psychology students. The 16 males and 16 females who scored highest and 16 males and 16 females who scored lowest were subjects for the study. Reactions of subjects to 10 interpersonal description situations were recorded and compared. High self-concept subjects, when confronted with disruptive information about the other member of a dyad, changed their attitude toward that person to a significantly greater extent than the low self-concept subjects. Females shifted more than males.
Fifty male graduate students from each of 3 academic disciplines—business administration, education, and theology—were tested for levels of self-concept, guilt, and personality adjustment. A negative relationship between self-acceptance and guilt was found. It was concluded that theological students, in comparison with other academic samples, have significantly lower self-acceptance.

Thirty parochial school freshman girls were matched with 30 senior girls and tested for self-concept levels with the California Mental Health Analysis and a specifically devised personality questionnaire. The most significant finding was that the seniors achieved much higher scores on the California Mental Health Analysis than did the freshmen.

Gains made in the areas of reading achievement, self-concept and attitudes toward school, between an experimental group and a control group of disadvantaged intermediate grade students as a result of receiving tutoring by university students, were assessed through pre- and posttesting. No significant differences were found between the 2 groups regarding self-concept change.

To investigate the relationship between self-concept and reading achievement, 47 nine year old boys in New York City were divided into 3 reading achievement groups and given 3 measures of self-concept: the Rorschach Test, figure drawings, and the Davidson List of Trait Names. The results showed no relationship between self-concept and reading achievement.

The purpose of this study was to determine the degree of change in 35 elementary school teachers' self-esteem in the area of teaching competency as measured before and after participation in a 6 month in-service education program. It was concluded that the program was not effective in altering teacher self-esteem. The theoretical construct was not found to be a valid model for describing the influence of the teacher program upon self-esteem.


Thirty cerebral palsied adolescents in a work evaluation project and their mothers participated. The adolescents' concepts of their capabilities and the mothers' concepts of their children's capabilities were elicited independently at the beginning of the work evaluation periods. At the end of the periods, the adolescents' actual capabilities in 4 areas of self-concept were obtained by objective measures. The results indicated a significant but low correlation between the adolescents' self-concept and their mothers' concept of their capabilities.


To assess the consequences of mother dissatisfaction or rejection of a special education program being provided to their children, 57 educable mental retardates and their mothers were tested and interviewed. Maternal resistance had no relationship to the child's reading performance but was related to his performance in arithmetic, to his score on the California Test Battery, and to his behavior rating score. Self-esteem was influenced more by parents than by peers.


To assess the relative merits of homogeneous and heterogeneous grouping in terms of student self-concept, the Self-Concept-As-Learner-Scale was administered in May of 3 consecutive years to junior high and senior high students as they felt in the homogeneous setting and as they felt in the heterogeneous setting. In general, students at the lower ability levels had higher feelings of self-worth in the homogeneous classes than in the heterogeneous classes.
Volunteer enrichment tutors were assigned to work with 65 underachieving male pupils in 2nd, 3rd, and 4th grade. Changes in self-concept and other variables were assessed. There were no significant differences between tutored and nontutored groups for total self-concept or school self-concept in the 2nd, 3rd, and 4th grades or for social self-concept in the 2nd and 3rd grades.

For 3 consecutive years, the Bills Index of Adjustment and Values was administered to 3 groups of subjects. The first included students in an introductory education class, the second were all teachers in the first year of the Maryland Child Study Program, and the third were regular classroom teachers. Self-concept improved for all groups and self-discrepancy was lowered for teacher trainees and Child Study teachers. Teachers in Child Study had the lowest self-concepts and the highest discrepancies while those not in Child Study had the highest self-concepts and the lowest discrepancy scores.

The Modified Repertory Test was used to elicit from 81 college students, information regarding self and occupational concepts. It was shown that subjects preferred occupations perceived as congruent with their self-concepts, self-esteem was related to degree of similarity between self-concepts and occupational preference, and cognitively complex subjects were no more accurate than more simple subjects in translating their self-concepts in formulating occupational preferences.

As part of a larger investigation, 320 college freshmen responded to a questionnaire which included 15 semantic differential concepts and 52 other attitudinal and personality variables. A surprising finding was that the concept, "my ideal self" had more high correlations with other concepts than did any other. In all, the results showed a pattern of many high positive correlations between self-concept variables, attitudes toward authority, and attitudes toward certain salient political concepts.

In an effort to add to the knowledge of the contemporary identity of the female, this study involved an investigation of the self-concept of the adult married woman. It was found that the self-concept was related to the state of ego development known as the conformist stage and was relatable to developmental processes that stress social acceptance and dependency on others for self-identification. Furthermore, patterns of feminine orientation in adolescence were predictive of the future self-concept of the female.


From teacher ratings of 1042 kindergarten children, 50 high and 50 low self-concept groups were formed with 25 boys and 25 girls in each. Self-concepts were then measured and related to achievement. Teachers' perceptions of children's self-concepts were predictive of achievement and were congruent with children's self-concepts.


Pre- and posttest measures for reading achievement and self-concept were given to 238 students in grades 3 through 6. Reading achievement was related positively to self-concept regardless of ethnic background, socioeconomic level or sex. No relationships were found between self-concept/reading achievement correlation and ethnic background, socioeconomic level or sex. No correlation was found between gain in reading and self-concept scores and the 3 variables studied.


Four groups of students in an introductory education course were divided into 4 treatment groups as follows: classroom only, classroom with opportunity to volunteer for group counseling, classroom with 4 to 9 group counseling sessions, and classroom with 1 to 3 group counseling sessions. Pre- and posttest measures showed that students in guidance and counseling classes made the greatest gains in self-concept and other attitudinal variables.

This study compared the correlations of two measures of perceived dissimilarity (perceived discrepancy of the other to the self and perceived discrepancy of the other to the ideal self) with a measure of social rejection (desired social distance). In general, the Heider balance theory hypothesis of a relationship between perceived similarity and social attraction was confirmed.


A total of 168 student nurses Q-sorted 50 self-relevant, socially neutral statements to measure self-concept, ideal self-concept, and occupational role percepts. It was found that congruence between ideal self and occupation role percepts constituted a more powerful influence upon persistence in and satisfaction with nursing as a vocational choice than did congruence between self and ideal self percepts or congruence between present self percepts and occupation percepts.


The Bills-Silverman Index of Self-Acceptance and an adaptation of Rokeach's Dogmatism Scale E were used to elicit self-concept and dogmatism scores from 675 junior and senior high school students. Level of self-acceptance was found to be positively related to degree of dogmatism. Both dogmatism and self-acceptance decreased with advance in school grade. IQ was inversely related to dogmatism and self-concept.


Twenty male open ward neuropsychiatric patients were shown purported test results that indicated a standing on hostility that was discrepantly higher than their initial self-ratings on this characteristic. Both high and low discrepancy levels were used. The results showed changes in hostility self-evaluations in the direction of the discrepant communication that were statistically significant only in the case of the high discrepancy communications.

Three experimental groups of college men and women responded to and scored a personality test which was manipulated so that the results indicated each person to be highest on hostility. Each subject then rated himself on personality traits including hostility. Subjects, in response to discrepant hostility communication, rated themselves higher on hostility than did controls. Males tended to rate themselves higher on hostility than females.


One hundred and eight college men and women took a personality test and scored it themselves. Tests were designed so that each subject appeared to be average except on deviance of masculinity or femininity or on hostility. Subjects then responded to a self-rating test. Males tended to evaluate themselves in line with discrepant information, whether positive or negative, while females seemed to be affected only by negative communication.


Eighty-nine men and women college students were informed by an examiner of their standing on the variables of masculinity or femininity or on hostility as a result of a battery of tests taken in a previous session. This standing was manipulated so as to differ with the subject's previous self-rating on these variables. Subjects then rated themselves once more. Self-perceptions changed in line with the discrepant information when the communications were negative but not when they were positive.


This study inquired into the relationship of the self-report and the inferred self-concept, first under conditions of anonymity and again when social expectancy was introduced by removing anonymity. A 30 item, 5 point rating scale was used for the subjects' self-reports as well as for recording inferred self-concept from student responses to a picture story test of 12 school scenes. While the self-report and inferred self-concept both remained relatively consistent under anonymous and non-anonymous conditions, the correlation between self-report and inferred self-concept decreased statistically when social expectancy was introduced.

Forty-four emotionally disturbed boys were asked to provide social evaluations for a list of words (social evaluation task), then to complete the Children's Manifest Anxiety Scale, and finally to describe themselves using the same word list previously used (self-description task). Significant correlations were found between self-concept scores and performance on the Children's Manifest Anxiety Scale.


On 2 widely separated college campuses, groups of male and female students took the MMPI under the standard instructions (observed self) and ideal-self instructions. In both studies, mean ideal-self descriptions were nearly identical, substantiating the notions advanced by others of a cultural stereotypical ideal-self. This consensus was shared by males and females and changed little over a 7 year period.


Thirty-nine adult attendant employees at a state institution for the mentally retarded were divided into 2 experimental groups and 1 control group. Treatment groups met twice per week for 6 weeks for training in developing therapeutic interpersonal relationships. One discussed prescribed topics while the other chose its topics. Data were gathered using a battery of tests. No significant changes occurred in attitudes toward self or others for either of the experimental groups or the control group.


The Spivack Response Form was used to classify 152 seventh graders as having either adequate or inadequate self-concepts. Comparisons were then made in terms of academic achievement and organismic or background variables. It was found that children with positive self-concepts generally excelled academically except in mathematics. The only other variable which correlated with self-concept was that of being the only or oldest child in the home.

The measuring instrument for this study, the **Word Rating List**, consisted of a 48 item rating scale. The subjects, a group of high school students, were asked to rate themselves as they thought their teachers would describe them as students. A strong, positive relationship between the **Word Rating List** and academic achievement (GPA) was found. A high degree of validity, both concurrent and predictive, was found for the **Word Rating List**.


Witkin's rod and frame test was used to operationally define ego strength, and 2 forms of a sentence completion test, designed to measure various discrepancies between conscious self-concepts, were administered to subjects in an introductory psychology course. As predicted, an inverse but not significant relationship was found between ego strength and the discrepancy between conscious and unconscious self-concepts.


Measures of brand name awareness, clothing conformity and self-esteem were obtained from 150 girls representing age categories of 13, 15, and 17. Brand awareness and brand preference of the 17 year olds exceeded that of the 13 and 15 year olds, although brand awareness was higher than brand preference for 17 year olds. Fifteen year olds were more like 13 year olds than like 17 year olds with respect to self-esteem and conformity. The 17 year olds had the highest self-esteem and the 13 year olds had the highest conformity.


The **Behavior Rating Scale** was administered to 72 sixth grade students and their parents to gather data regarding the relationship between the child's academic competence compared to his ability and his parents' understanding of him, their feelings toward him, and his evaluation of himself. The results were in agreement with the general hypothesis that the parent-child relationship is related both to the ability of a child to achieve his potential and to his self-concept.

Using Flanagan's critical incident technique, 498 incidents were collected from 182 seventh graders during interviews. Incidents were judged as positive or negative in their influence on the child's self-concept. Thirty-three categories were formed from the critical incidents. The data suggested that the effect of the teacher on the student's self-concept varies with such factors as sex, father's occupational status, IQ, marks in school, having repeated a grade, and being in danger of failing one or more courses.


A two-part questionnaire was used to obtain information regarding the strategies persons resort to in explaining failure to the self and to others. The findings indicated that religion was a discriminator of types of rhetoric to self and of self-distance to self while sex was a discriminator of self-distance to others.


Thirty-one well-adjusted and 32 maladjusted 4th grade white boys were given a list of 20 self-damaging statements to deny or to admit as true of self. As predicted from theories of Rogers and of Combs and Snygg, the well-adjusted group admitted to a significantly greater number of self-damaging statements than did the maladjusted group.


This study was designed to show whether there was a relationship between self-concept (as measured by the Tennessee Self-Concept Scale) and over- and underachievement as determined by discrepancies between predicted grade point average and actual achievement for a sample of 164 high school seniors. It was found that self-concept was not significantly related to over- and underachievement.

Twenty-five women patients, remaining in a mental hospital though clinically in remission, were compared with 25 women drawn from the community on levels of self-concept and ideal self-concept using an 84 statement self-descriptive instrument. While both groups shared a stereotyped concept of the ideal person of their own age and sex, the women of the community described themselves as already having these qualities to a greater degree than did the patients.


Two studies were conducted to compare teacher training students in Jamaica and England regarding self-concepts and other variables. The first investigation revealed that Jamaican students rated themselves higher on levels of self-concept than did English students and that Jamaican women had higher ideal selves and were less acceptant than Jamaican men. The second study, in which English students from urban and rural colleges were compared, revealed no clear relationships between self-concept and democratic practices or socio-emotional climate.


Using the judgments of their teachers as the standards of comparison, the accuracy of self-perceptions of 4 classes of 3rd grade pupils and 4 classes of 6th grade pupils was compared on the basis of their responses to self-perceptions and their estimates of future performance on a repeated psychomotor task. In general, it was found that 6th graders consistently rated themselves more accurately in estimating their future performance than did 3rd graders.


To investigate the effects of intelligence on relationships between anxiety and attitudes toward self and others, 709 seventh graders were selected, tested and compared. It was found that anxious subjects expressed more self and other dissatisfaction than less anxious subjects. However, these relationships were modified to some extent when the intelligence of the subjects was considered.

This study attempted to determine whether a relationship existed between participation in student activities and self-concept scores. Evaluation was made from the responses of 188 seniors and student advisors. The major finding was that while there appeared to be no relationship between participation in student activities and self-concept scores for boys and girls together, a significant relationship was found when boys were considered by themselves.


Self-concept scores, self-acceptance scores, and information regarding selected demographic variables were obtained from 157 students enrolled in student teaching field experiences at Colorado State College. Upon completion of their field experience, they were rated by their supervising teachers and college consultants. The major conclusion was that self-concept and self-acceptance scores and other selected variables did not statistically predict ratings of effective student teaching performance.


A 140 item self-concept scale was developed from Jersild's collection of children's statements about what they liked and disliked about themselves and administered to four 3rd grade, four 6th grade, and four 10th grade classes. Internal consistency and test-retest reliability of coefficients were judged satisfactorily enough to continue refinement of the instrument through item analysis. Grades 3 and 10 were significantly higher in reported self-concept than grade 6, but not different from each other.


Thirty newly admitted psychotic schizophrenics and 30 remitted schizophrenics were compared on measures of self-esteem, adjustment, tension, and modes of behavioral change perceptions. Data were obtained through the use of Q sorts, interviews, and rating scales. The results indicated that the psychotic schizophrenics tended to exhibit a lower self-esteem than did the remitted schizophrenics. Psychotic males had a higher level of both self-esteem and adjustment than did females.

This study tested the relationship between anxiety and self-acceptance and compared the relationships of each with several measures of open-mindedness. Self-acceptance was measured with The Self-Ideal Index of Self-Acceptance. Subjects were 154 male college students. The major finding was a high negative correlation between self-acceptance and anxiety.


To test the hypothesis that attitudes toward attributes of one's self-concept and toward significant others tend to resist change, a group experiment was conducted in which a subject performed a task which was alleged to be a measure of his personal competence. The ostensible function of the group members was to give the subject a critical evaluation of his performance in particular and his competence in general. The findings suggested a group of attitudes which provide stable anchorage points in the evaluation of new information about the self.


The Coopersmith Self-Esteem Inventory was included in a battery of tests administered to 263 fourth, fifth, and sixth graders, half of them Negro and half white, to examine the relationship between creativity, self-esteem, and race. While a significant relationship was found between self-esteem and IQ there was only a tenuous one between self-esteem and socioeconomic status, sex, grade level, or the student's teacher. There were no differences in self-esteem between Negroes and whites.


This study was undertaken to determine the relationship between self-concept and success in nurses training as indicated by the two criterion measures of supervisory ratings and peer nominations. Subjects were 100 white senior nursing students. The more successful student scored higher on both the Self-Descriptive Inventory and the School and College Ability Test and showed a smaller discrepancy between self and ideal nurse concepts and a larger discrepancy between ideal self and average nurse concepts.

The differences in self-concept distortion between 34 disabled and 34 non-disabled 7th and 8th graders were assessed using the Bills Index of Adjustment and Values as the basic instrument. Self-concept distortion (self-discrepancy) was larger and was correlated more highly with role self-concept as student distortion for the disabled than the non-disabled. For both groups, self-concept distortion was correlated with self-other discrepancy, self-parent discrepancy, and self-teacher discrepancy.


This study investigated the effects of bibliotherapy and teachers' self-others acceptance upon self-acceptance and reading scores of 11 fifth grade classes. Bibliotherapy was approached through the oral reading of stories about economically disadvantaged children followed by discussions. Neither bibliotherapy nor self-other acceptance scores of the teacher affected self-acceptance scores of the students.


A 64 item forced choice adjective checklist was used to gather data regarding the self-perceptions of 172 first level supervisors which were compared to those of 29 upper management individuals and to 320 operative line workers. It was found that foremen viewed themselves as more conservative and cautious individuals in comparison with both those above them in management and those below them as line workers.


A 161 item true-false questionnaire was developed and administered to 4 groups of adolescents to assess self-perceptions. Twenty-five were psychiatric hospital patients, 47 were outpatients in an adolescent clinic, 39 were juvenile court cases, and 71 were normal. The hypothesis that adolescents with serious physical or psychological illness would have the most negative self-reports was confirmed.
A total of 40 male hospital patients, 13 psychiatric and 27 general and surgical patients, were administered a battery of tests including the Bills Index of Values and Adjustment. Findings confirmed the theory that feelings of basic self-worth lead to the setting of long-term realistic future goals and a positive basic mood, which in turn leads to generally shorter time estimations and the subjective feeling that time is passing quickly.

This study attempted to increase reading achievement by assisting teachers in fostering more positive self-concepts in 4th grade children. Two experimental groups (one using an individual approach and the other the traditional 3-group approach) and a control group were used. The two experimental groups showed a significant change toward more positive self-concepts, while the controls showed none. Reading improvement was not found in any of the 3 groups.

The differences in the changes in self-concept of a group of vocational high school students and a group with vocational interests but attending a non-vocational school were assessed with pre- and posttests using the Tennessee Self-Concept Scale. While the vocational students' self-concept scores increased over the 4 month period, the non-vocational students' self-concept scores became more negative.

This study involved a comparison of 100 delinquent and 100 non-delinquent adolescent girls on various personality variables including the self-concept. The data indicated a higher level of self-concept in the group of non-delinquents. The delinquent girls showed less change in the self-concept than the controls who evidenced greater flexibility.

It was hypothesized that changes in self-concept measures with repeated use can be related to an individual's familiarity with the items and may not necessarily reflect changes in self-attitudes. The two criterion measures used to measure such changes were consistency of self-concept scores and level of self-concept scores. Both the open and forced distribution sorting techniques were utilized. The most significant finding was that changes in consistency and/or level of self-concept scores cannot be accounted for solely by item familiarity.


The purpose of this study was to determine whether or not teachers in an innovative, ungraded, team-teaching elementary school view themselves differently than a comparison group of teachers employed in a conventional elementary school. The basic instrument used was the Teacher Self-Report Inventory. Teachers in the innovative school reported more positive and favorable self-concepts relating to themselves, to others, and to their job.


Thirty-five student teachers were measured and compared on the relationships between self-concept, degree of ethnocentrism, and accepting-rejecting behavior toward children in special ghetto areas in Brooklyn. Degree of ethnocentrism did not relate to either self-concept or accepting-rejecting behavior. High self-concept and combined high self-concept and low ethnocentrism were both related to accepting behavior toward children in ghetto schools.


Grade point average was used to divide 58 high school students, who scored 110 or higher on an IQ test, into achievers and underachievers. A Q-sort was administered in order to measure the relationship between their self-concept and their ideal self-concept. Achievers were found to have higher self-ideal relationships than underachievers. Significant differences were found between the standard deviation of the 2 groups of girls but not of the 2 groups of boys.
To investigate the relationship between self-regard and the variables of Achievement Competence, Social Participation, Independence, and Neuroticism at 2 stages of development in the same individual's life (aged 18 and 25), the Bills Index of Adjustment and Values and a biographical inventory were given to 70 subjects in their senior year of high school and again 7 years later. Achievement Competence and Social Participation were related to self-regard during both adolescence and adulthood. Neuroticism was related negatively to self only at age 25. No relationship was found between independence and self-regard.

To test the hypothesis that individuals who gossip will have low self-concepts, 110 male psychology students were tested on the variables of gossip habit and self-esteem. Contrary to the hypothesis, there was no significant correlation between self-esteem and gossip about one's closest friends in general, although a small but significant correlation was found between self-esteem and gossiping about one's closest female friend.

This study investigated the influence of competitive and non-competitive programs of physical education on body image and self-concept. A further analysis was made of constant winners and constant losers. No differences in body-image and self-concept were found between competitive and non-competitive programs. Constant winners, however, had higher body images and self-concept scores than constant losers.

Subjects in this study were white 6th grade boys in a high delinquency area of Columbus, Ohio. Thirty teachers nominated boys who, in their opinion, would not become delinquents and a year later nominated boys they thought would. Each boy was tested and each boy and his mother were interviewed. Four years later, a follow-up study was conducted which revealed that self-concept, teacher prognostication, mother evaluation, and the California Psychological Inventory were all predictors of delinquency or non-delinquency.

An attempt was made to increase self-concepts of a large group of college students by providing, during class sessions, 4 case study communication strategies (2 resembling a magazine short story and 2 written in textbook style) designed to generate self-awareness and self-insight. None of the communication strategies succeeded in generating self-insight or consequent change in self-acceptance.


A self-concept inventory developed by the writer was administered to approximately 100 students in each of 3 grades (5, 8, and 11) representing a variety of socioeconomic living circumstances in Ohio. Conclusions reached were: (1) the instrument was successful in determining commonalities in reported self-concepts; (2) self-concept growth varies with sex; (3) there is a pattern of growth for the self-concept which can be identified; and (4) there is little difference in self-concept due to socioeconomic circumstances.


The relationship between self-acceptance and sociometric choice was investigated with 408 children in 4th, 5th, and 6th grades. Acceptance of others, by others, and by best friends were curvilinearly related to self-concept scores, with highest acceptance in a group with moderate self-concept scores and lowest in a group with low self-concept scores. Acceptance by others was more strongly related to self-concept than was acceptance by best friends.


The Bills High School Form of the Index of Adjustment and Values was used to determine whether there were differences between bright achieving and bright underachieving 11th grade boys on some dimensions of the self-concept. Bright achievers were found to have both more positive self-concepts and more positive ideal self-concepts. No conclusions were possible as to whether this more positive ideal self-concept encourages superior academic achievement or is the product of it.

Two experimental groups and 2 control groups of disadvantaged adults attending a clerical training program were administered tests of self-concept and academic achievement before and after a 10 week group guidance experience for the experimental groups. Data indicated that the group guidance experience exerted a negative influence on the self-esteem of the experimental groups.


Discrepancy measures of self-concept of ability were obtained from a sample of 9th graders, including the student's estimate of his abilities, the teacher's estimate of the student's ability, a comparison of the student's and the teacher's estimate of the student's ability, and the student's estimate compared with his actual achievement. It was concluded that student self-concept is formed from the mirror image of the teacher's image of him.


This study attempted to determine what effect conditioning a particular verbal response (e.g., positive self-references) would have upon self-esteem. Subjects were 56 male undergraduates. Three groups described themselves with either contingent, random or no reinforcement, while a fourth acted as control. Self-esteem did not increase as a result of "identification." Self-esteem did increase through "Internalization" as a result of contingency reinforcement when subjects were unaware of the reinforcement. Only random aware subjects appeared to merely "comply" by increasing in self-esteem.


Forty 3rd and 4th grade boys with a high masculine self-concept and 40 with a low masculine self-concept (as determined by responses to an animal picture Q-sort) were compared for sex-role behaviors (as determined by teacher ratings). Although boys with high masculine self-concepts were masculine in their behavior, boys with low masculine self-concepts were found to be significantly more masculine.

One hundred and twenty 4th graders, representing a wide range of IQ scores, were asked to rate themselves on 8 scales dealing with self-estimates of achievement in certain areas of school which were then compared with external criteria of achievement. Self-estimates of ability of the mentally retarded were generally more highly overestimated, less realistic and less reliable than those of average or bright children.


Differences between high and low achieving high school students were assessed in the following areas: cognitive, home background, physical health, personality, school adjustment, and vocational goals. In general, the hypothesis, that underachievement in school is related to a child's feelings about himself and his environment, was substantiated.


The impact of an experimentally induced therapeutic milieu on the self-concept of hospital in-patients, aged 50 to 75, who suffered the loss of body limb or body function was the concern of this study. One experimental and 2 control groups, 20 in each, participated. The experimental group, which was exposed to the milieu therapy, reflected the most aggregate increase in self-concept over time while the control groups, in a traditional milieu, showed self-concept changes which were more negative in character.


Thirty-two mothers of mentally retarded children were compared with 32 mothers of nonretardates on various personality factors to assess the impact of mental retardation in the child upon the self-concept of the mother. While mothers of retardates did not appear to differ from other mothers at the level of conscious self-description, it was suggested that they may do so in relation to either (1) the specific aspect of field dealing with the retarded child or (2) a lower level of personal expression, closer to the nonphenomenal.

Two groups of Negro children, one born and reared in the North and one born and reared in the South, were matched for grade placement and tested for self-concept, aspiration level, and achievement performance. While Negro children generally have difficulty in all 3 areas, no significant differences between the 2 groups were found on any of the 3 variables.


Two lists, one of 24 body parts and one of 17 adjectives, were constructed and presented to 82 undergraduates. They were asked to indicate on a Likert-type scale, for each body part or adjective, how satisfied they were with that aspect and how important that aspect was to them. Results showed that satisfaction with body image and satisfaction with self-concept are positively related and that their measurement can be refined if the subjective importance of component aspects is given consideration.


Subjects differing in level of self-esteem were exposed to a judgment task under conditions varying in probability of reinforcement for matching the response of a partner. The results indicated that, in general, subjects learned to respond appropriately to the reinforcement contingencies. Level of self-esteem was related to performance only when matching was instrumental to successful performance, with low self-esteem subjects matching more frequently than high self-esteem ones.


Forty male subjects were divided into 2 groups. One group was exposed to an arousal procedure in which, during a task, each subject was criticized with derogatory remarks. The second group, as controls, was exposed to a non-arousal procedure. The results indicated no support for the hypothesized relationship between self-esteem scores and hostility expression in TAT stories despite the apparent success in experimental arousal of aggression.
To determine whether or not the California Psychological Inventory would be sensitive to the personality disturbance associated with a self-depreciatory attitude, 144 enlisted students, enrolled in 3 military courses, responded to the CPI and to a self-rating instrument. Negative correlations indicated an inverse relationship between the degree of difference between perception of self and ideal self and obtained scores.

In an attempt to understand the broad social experiences which contribute to the formation of the adolescent self-image, a survey was undertaken of over 5000 adolescents, asking them how they saw themselves, how they felt about themselves, and what criteria for self-evaluation they employed. Numerous relationships were reported between self-esteem and such variables as the effects of broken families; birth order; parental supportiveness, interest, and punitiveness; leadership and participation in school; and concern with public affairs.

A sample of 154 college men and women was given a stereotype questionnaire which contained behaviors, attitudes, and personality characteristics normally used to differentiate men and women. Each subject scored the test 3 times—first describing males, then females, and finally themselves. Results showed that sex role stereotypes were clearly defined and agreed upon by both men and women. The self-concepts of both men and women were similar to the respective stereotypes.

Two groups of 8th grade boys, one classified as the achieving readers and the other as the mildly underachieving readers, were compared on self and other personality factors through the administration of tests to both the boys and their mothers. The most significant finding was that the achieving readers tended to perceive themselves as more closely meeting their mothers' demands and were more accurate in assessing how their mothers actually perceived them than were the mildly underachieving readers.

The relationships among measures of self-concept (perceived self), personality (inferred self), and various consumption behaviors were tested with a 24 page Consumer Behavior and Self-Concept Inventory using 200 female college students as subjects. Subjects preferred brands of products which were more rather than less similar to their own self-concept. Actual self-concept was more similar to consumption preference than was ideal self-concept.


Selected educational administrators in Nebraska Class II and Class III schools were requested to complete a four concept form of Osgood's Semantic Differential. One hundred completed forms were selected for analysis. Responses to My Actual Self showed that as a group, superintendents tended to see themselves in common ways. Responses to How I See Myself as a School Superintendent indicated that Class II superintendents saw themselves as significantly less sweet, kind, and pleasant than their Class III counterparts.


Subjects in a non-credit college reading improvement program were categorized as Improvers, Non- improvers, or Attrition group, and compared on levels of self-perception. Data indicated a direct relationship between defensiveness in the self-concept as a reader and relative performance in the reading improvement situation. The Attrition Group showed the greatest defensiveness, followed by the Non-improvers, and then the Improvers.


Twenty female college students read into a tape recorder and then returned 2 weeks later to rate a number of voices (including their own) at various levels of distortion for favorableness and similarity recognition. It was found that subjects rated their own unrecognized voice as most likable when it was neither very distorted nor undistorted. They reacted most favorably to their undistorted voice when they recognized similarity was moderate in degree. Subjects reacted unfavorably to their recognized voice.

A sample of 173 seventh graders were first placed in either high or low self-concept groups and then further divided into placebo and non-placebo branching groups. As predicted, with high self-concept learners, no significant differences existed between the placebo and nonplacebo method of branching as measured on an achievement test. Contrary to prediction, low self-concept students did not achieve significant scores using the placebo branching program.


Two single women and 147 Caucasian couples who had adopted Negro or part Negro children were compared with 103 Caucasian couples who had adopted Caucasian children on certain variables including self-concept. The hypotheses, that the adoption of a Negro child by a Caucasian would be associated with a high degree of self-concept on the part of the adoptive father and with liberal child-rearing attitudes on the part of the adoptive mother, were confirmed.


A class of high school students was given a questionnaire which asked them the educational plan they would like to follow and the one they expected to follow. The hypothesis, that the greater the number of Negroes in schools in which the subjects attended grades 1-9, the lower the educational aspirations of Negro high school students, was not confirmed.


This research involved an empirical test of a self-concept theory of neurotic anxiety. Hypotheses were tested on a student population (N=440) using Kuhn's Twenty Statements Test, the Taylor Manifest Anxiety Scale, and a Self-Estrangement Scale along with other appropriate measures. It was concluded that (1) Sullivan's hypothesis that self-derogation is a crucial element in the development of neurosis was valid, (2) self-derogating persons who isolate themselves are protected from excessive anxiety, and (3) self-estrangement, or a sense of losing identity, is more strongly related to anxiety than any other variable.

Ninety-three mother-child pairs from a suburban New York community were given a maternal self-esteem scale and some family composition questions which were correlated with child self-concept measures. Mothers with high self-esteem reflected more warmth, consistency, and praise, less punishment, and had children with higher self-concepts. Middle class children had higher self-concepts than lower class children but there were no sex or race differences within either class.


This study was designed to measure the degree of change in self-concept and certain other attitudes of 7th and 8th grade students following 12 one-hour client-centered group counseling experiences. The 32 students in the experimental group and the 32 in the control group were pre- and post-tested using Osgood's Semantic Differential Scale. It appeared that group counseling did affect the self-concept in positive ways but these changes were not statistically significant.


The effects of ability grouping were measured using 3 groups of Spanish and American 6th graders grouped heterogeneously and 3 groups who were grouped according to ability. Self-concept, inter-cultural attitudes, and aspirations appeared to be based more on one's membership in other social groups, particularly the family, and on socioeconomic class than on ability grouping.


Subjects were 16 non-chronic schizophrenic patients in a state hospital who were exposed to therapy and intensive occupational therapy for an experimental period of 10 weeks. Results lent support to self theory by demonstrating very large discrepancies between self- and ideal sorts for patients prior to the experimental period. Post-therapy sorts, contrary to prediction, showed no change in self-ideal discrepancies.

This study assessed the effect of 5 types of supportive relationships on changes in self-concept and amount of academic success for previously "unsuccessful" community college freshmen in a pre-university English course. Although none of the 5 types of supportive relationships resulted in increased self-concept, they were, in various degrees, effective in improving academic success.


Twenty-eight high and 28 low self-concept subjects performed using an extended form of the WAIS Digit Symbol subtest. The experimental subjects were told they were doing very poorly and that they needed to try harder, while control subjects were given neutral comments of comparable length. The prediction, that low self-esteem subjects would be more adversely affected by stress then would high self-esteem subjects, was upheld.


One hundred and fifty secondary school underachievers were assigned to one of two experimental groups or a control group. One experimental group, in 5 weekly sessions, viewed and discussed 5 mental hygiene films. The second experimental group viewed the films but did not discuss them. The control group neither viewed nor discussed the films. Pre- and posttests revealed no changes in self-concept for any of the groups.


In an attempt to manipulate the self-concept of 76 alcoholics by placing them in a stressful situation, each was presented with ego-threatening, self-referent material. The effect of the stress induction was minimal and not significant. Nevertheless, the overall level of self-concept was seen to be lower than for groups of other "diagnoses." Of importance was the inverse relationship noted between motivation for sobriety and self-concept.

Maladjustment (incongruities between self-concept and self-ideal and between self-concept and the ideal of self as attributed to significant others) was studied for individuals who became drug addicts during adolescence and individuals who became addicted during adulthood. Adults addicted during adulthood had greater maladjustment than either adults or adolescents addicted during adolescence. A control group of non-addicted criminals was not different from corresponding addict groups.


To investigate the relationships between the variables of self-concept, reference group, and ego-involvement and the variables of yielding and anxiety, 229 Catholic women were given the Asch pressure situation. As was true with the reference group and ego involvement, the self factor was significantly related to certain variables in the Asch situation. However, only 3 of the various measures proved significant: Disturbance, Religious Self-Image, and Female Self-Image.


The sample consisted of 727 pupils representing grades 3 through 12. Interrelations between peer relations, emotional factors, and academic performance were sought. Perceived sociometric status was more highly associated with utilization of academic abilities, self-esteem, and school adjustment than with actual sociometric status.


A self-concept scale and an occupational aspiration scale were administered to 201 ninth grade boys in Webster, New York. The data revealed positive and significant relationships between self-concept of ability and achievement, between self-concept of ability and level of occupational aspiration, and between achievement and level of occupational aspiration.

This study tested self-presentation reactions to failure and success under conditions where the subject either would or would not receive feedback. Success-feedback subjects were more modest than success-no feedback subjects; failure-feedback subjects were more positive than the failure-no feedback subjects; success subjects were more positive than the failure subjects in the no feedback condition, but in the feedback condition, failure subjects were more positive; and control subjects were more positive in the no feedback condition.


The procedure of this study involved a review of 60 books which referred specifically to secondary school counseling. Generally, the review concluded that the field is in a state of confusion and a need exists for lucid suggestions which might contribute to a reduction or elimination of the semantic ambiguity that characterizes these discussions of self-concept theory.


Eighty-nine college seniors were given a semantic differential upon graduation to establish the structure of the Myself concept, which was compared to the concepts Myself, My Job, and Employer obtained after the subjects were employed. Support for Super's theory was indicated by the results. The dimensions of meaning used to describe the self and job-related concepts were quite similar with the exception that aggressiveness was not used to describe My Job concept.


Three groups of subjects (hospitalized mental patients, psychoneurotic outpatients, and institutionalized juvenile delinquents) completed Q sorts for self-concept and for ideal self-concept. In all 3 emotionally disturbed groups, the subjects' ideal self-concepts showed significantly greater adequacy, psychological health, or adjustment than their current self-concepts. Psychoneurotic outpatients showed the greatest discrepancies of the 3 groups.

One hundred and thirty-five suburban high school seniors who were above average in sociometric level as well as in IQ, and who had high vocational-educational aspirations, were chosen as subjects. Each selected a vocational preference and then chose a stereotyped sketch of the person in a major occupation that he thought to be most like himself. A high correspondence was revealed between vocational preference and stereotype selected as self-descriptive.


This study sought the existence of relationships between an index of level of occupational choice or aspiration and a measure presented to reflect one aspect of a person's self-concept or self-attitude. The sample included 135 high school seniors. The data indicated a positive relationship between the two variables, supporting Holland's theory that a person's level of occupational choice and aspiration reflects his self-evaluation.


This study was the second part of a two year longitudinal study. Sixty-five educable mentally retarded students ranging in age from 8 to 16 responded to various tests and scales during personal interviews. The most significant finding of this study was the positive effect of special class placement on the EMR children's academic self-concept.


Fifty women, all physically disabled, were divided into an experimental and a control group. The experimental group of 28 participated in an 18 month rehabilitation program which included counseling, discussions, and reading recommendations during home visitations once every 8 weeks. Pre- and posttests of self-perceptions were given. While no differences were found between the groups on scores of total self-concept, a significant difference was found in scores of self-perception in regard to home and household activities.

Forty nursery school and kindergarten children and their mothers participated in a series of interviews and tests designed to shed further light on the antecedents of children's self-concepts. The high self-concept group had more girls, fewer only children, more mothers who were homemakers, younger parents, and more religiously active parents than the low self-concept group. Mothers of the high self-concept group were more affectionate, understanding and accepting than mothers of the low self-concept group.


Seven underachieving 4th, 5th, and 6th graders and their teachers were selected for study through direct observation and indirect study through records, interviews, conferences, projective techniques, tests, grades, and evaluation. No relationships were found between achievement and the variables of self-concept, teacher approval or teacher expectation.


This study explored the self-concept changes of 35 ninth grade retarded readers as a result of participation in a reading improvement program. Four self-concept measures and a series of interviews with each child provided data for this study. Twenty-one showed some reading improvement over the 9 months, yet almost all said they had improved in various reading skills. All subjects revealed feelings of inadequacy and incompetency, but desired success.


This study compared the effects of short-term group counseling and individual counseling with regular counseling on several dimensions of the self using 30 senior high boys and girls in each group. Both the individual and the group counseling sessions met once each week for 12 weeks. Both methods were shown to have significant effects on self-concept improvement. Caution was advised in accepting these findings since the interaction of method, counselor and sex was also significant.

Four groups of 30 junior high school students each comprised the sample. One group was from a segregated Negro school, one from a segregated white school, and the other two (one Negro and one white) from a desegregated school. All were given the Coopersmith 50 Item Inventory of Self-Esteem. There were no significant differences in the self-concepts of the four groups tested, nor were there significant differences in the self-concepts between white and Negro students.


A sample of 30 male and 30 female high school students were further divided into lower class (26 subjects) or middle class (34 subjects). Each person sorted items of a Q-sort on a continuum from "least like me" to "most like me" and again from "least like adult" to "most like adult." No significant differences were found between social class groups and between sex groups in terms of the proximity of the self and adult sorts for each subject, although a wide range of correlations was found within each group.


A sample of 109 college students responded to measures of perceived feelings toward the home climate, self-concept, and certain academic variables. Positively perceived home emotional climate correlated with positive self-concept, promoted primary group membership, and was related to the subject's tendency to score high on measures of self-regard in terms of factors describing one's adequacy.


To increase understanding of the development of children in their middle-childhood years, especially in their school life and work, 8 children were studied in depth over 2 years of their lives in the 5th and 6th grades. The impact of the school, teachers, and classmates on their development is described by a variety of observations—some objective, others subjective.

Changes in reading levels and in self-concept were determined for 72 boys in grades 4 through 7 attending a remedial reading clinic. While social and total self-concept did improve with the clinic experience, personal self-concept did not. There was a significant positive relationship found between personal, social, and total self-concept levels and levels of vocabulary, comprehension, and total reading skills.


Four techniques were used to assess the self-concepts of 55 adolescents which were then related to selected physical and psychological variables. Self-concept was found to correlate positively with self-regard and intelligence, but not with physical features. Cognitive areas were found to contribute differentially to self-concept.


By means of a false personality assessment, subjects of this study were led to believe that they possessed a trait that they negatively valued. The prediction that subjects would protect their self-concept and resolve the imbalance by attributing the trait to their friend was confirmed.


The verbal interaction of 50 student teachers who taught in grades 9 through 6 was assessed and compared to their responses to the Tennessee Self-Concept Scale. Student teachers with high self-concepts tended to talk less during the teaching act and to use more indirect teaching behavior than did those with low self-concepts.

Experimental and control groups were formed from 42 well adjusted male hospital employees and 45 neuropsychiatric patients. Experimental groups were presented with a threatening situation. All were tested for self-esteem and anxiety levels. Self-esteem measures were found to differentiate between patients and normal subjects. Anxiety was induced in both groups of experimental subjects but only normals showed a significant correlation between initial self-esteem and amount of change in self-esteem.


Subjects were selected from a rank order list of sophomores at Columbia College. Measures of students' role concept and self-concept were compared with measures of academic success and satisfaction. No differences were found between the way in which high and low achieving students perceived the role of the student. Agreement between the subjects' perceptions of themselves and of the successful student was related to satisfaction but not to grades.


To study the relationship between self-concept and self-disclosure, 105 male and 105 female subjects completed a self-concept scale, met in pairs to interview each other, and then completed a self-disclosure questionnaire once for themselves and once for their partner. Persons high in self-concept were higher in self-disclosure, higher in extraversion, lower in neuroticism, and more accurate in judging their own self-disclosing behavior and the behavior of their partners than were persons low in self-concept.


This study was an attempt to verify previous findings by the author regarding the self-concept of bright academic underachievers. Sixteen hundred 11th and 12th graders with IQ's of 110 or above were classified as underachievers or achievers based on grade point average. In general, a direct association between negative self-attitudes and academic underachievement was found for both boys and girls.

This study attempted to gain information regarding how underachievers and achievers perceive themselves. The subjects—bright high school juniors and seniors—were classified as achievers or underachievers based on their grade point averages and tested for level of self-concept. In general, achievers displayed higher self-concepts than underachievers, although females were more ambivalent than males in their feelings toward themselves.


Eighteen male alcoholics, aged 26 to 61, participated in 3-hour sessions of training in group discussion during a 12-day period. A control period of 11.8 days was established prior to the training. Data were acquired through Q-sorts and rating scales. It was concluded that the training sessions contributed to increases in self-concept and were, therefore, therapeutic. The control or "drying out" period was found to be only partially therapeutic.


Thirty-two subjects were assigned to one of four experimental conditions involving combinations of anxiety and cognitive dissonance. Attitudes toward self, standardized test (task relevant), and minority groups (task irrelevant) were determined using a form of the semantic differential. Neither anxiety manipulation nor induced dissonance led to increased attitudes toward the self. Support was noted for the theory of dissonance reduction.


Sixty-eight subjects, aged 23 to 60, participating in a National Training Laboratory in Human Relations, responded to a self-identity questionnaire on the second day, and 2 weeks later took an objective public identity and subjective identity questionnaire, a sociometric, and another self-identity measure. Changes in self-identity were found to be a function of subjective public identity which, in turn, was a function of objective public identity.

Measures of self-concept, expressed occupational preference, personality adjustment, and vocational interest were obtained from a group of secondary teachers one-third of the way through a year of training to become guidance counselors. The primary finding was that the level of incorporation (the degree of translation of the self-concept into occupational terms) was significantly higher for guidance counselors than for teachers.


Data on the variables of self-concept, intelligence, self-other perception, peer ratings, academic achievement, and effect of parental authoritarianism were obtained from 72 boys in grades 4 through 12. A number of relationships were found. Self-perceptions were related to perceptions of the subjects held by peers. Self-esteem decreased after 2nd grade. Self-perceptions on intelligence and achievement traits were not related to results on standardized tests.


This study represented the clinical assessment and measurement validation of the concept "self-esteem" using 44 adolescent subjects who were seen for 6 sessions over a 12 week period. Four measures of self-esteem were used. Each of the measures met certain criteria of validity. Clinical interviewing shed some light on the complexity of patterns of self-esteem and produced better understanding of the meaning of test measurement. Self-esteem was shown to be unstable for some persons.


Measures of self-concept and attitudes toward vocational high school were obtained from 242 New York City students. The hypothesis, that there would be an inverse relationship between self-concept and attitudes toward vocational school, was not supported. Even though vocational students saw academic schools as generally superior, their self-concepts were about the same as other high school students.

Sixty-six male VA hospital patients were measured with a self-esteem rating inventory. Threat to self-esteem was produced by having each subject perform a task which was then criticized. Subjects were then tested for persuasibility. The hypothesis, that an experience of failure in the performance of a need-related behavior will decrease persuasibility for high self-esteem subjects and increase persuasibility for lows, was upheld.


A group of college freshmen and sophomores was tested for level of self-esteem. Responsiveness to success and failure was then measured by the extent of improvement in performance on a quiz questionnaire in which the subject was shown the answers after the first administration. The contention, that high self-esteem individuals are generally less responsive to stimuli which devaluate the self than to stimuli which are self-enhancing (with lows showing the opposite effect), was upheld.


Three studies were conducted with 3 separate samples of female and male psychology students to investigate the interrelationship among indices of social desirability, self-esteem, and persuasibility. For females, self-esteem and persuasibility were negatively related when the arguments were simple and curvilinearly related when they were complex. For males, this relationship tended to be negative at levels approaching significance under both argument conditions.


Assessments of aggression and self-concept were made for a sample of male school children categorized as either lower or middle class. There was a negative relationship between self-esteem and aggression in the middle-class but not in the lower-class sample. Certain self-perceived aggressive responses in the middle-class sample had a strong negative relationship with self-esteem, while others had no relationship. No difference was found in self-esteem between the lower- and middle-class subjects.

Sixth grade children were randomly assigned to one of two treatment groups (self-knowledge exercises and discussion or non-self-knowledge exercises and discussion) or to a no-treatment group. Differences in fluency and flexibility between the 2 treatment groups and differences in flexibility between the self-knowledge exercises group and the no-treatment group were found. High self-concept students were found to perform at a significantly higher level on originality and flexibility than low self-concept students.


College girls trying to become sorority members were measured for level of self-esteem, and their use of particular defenses were assessed through the scoring of portions of a 4-hour taped interview. It was concluded that persons who evaluate themselves much higher than they are evaluated by others use particular mechanisms to maintain the discrepancy, whereas persons who consistently underrate their performance do so, in part, because they have come to use defenses which have the effect of lowering their self-esteem.


Five heterogeneous groups of administrators drawn from educational, industrial, and technical fields were tested for changes in status, interpersonal perception, and self-esteem as a result of the manipulation of a specific task competence which led to behavioral change in status but not to a perceived change in status. Experimental subjects significantly increased their self-esteem and attraction estimate more than control subjects.


A sample of 140 male Bible College students was given the Leadership Q-Sort Test and then divided into small task groups. Upon the group's completion of a task in one session, each member rated every other member on a leadership criterion. No significant differences in individual self-concept discrepancies between those defined as emergent leaders and those defined as non-leaders were found.

Twenty-three male and 37 female college students performed a sequence of 5 simple motor skills of which no record was made. Each subject then responded to a perception checklist of his performance. Although each group responded positively to their overall performance of the motor skills sequence, males expressed more favorable attitudes about their own performance than females did about theirs.


Data were collected from 416 female and 399 male 8th grade pupils. The Science Research Youth Inventory was administered to each class before the teaching of the units, when the units were completed, and then six months later. The hypothesis, that selected units on health and good grooming would result in low scores on the Inventory (increased self-concepts), was not supported.


Data regarding aspects of the self and expectations for children's behavior were obtained for 196 female undergraduates majoring in elementary education, special education, or speech correction. As expectations for children's behavior increased, both acceptance of self and self-concept increased to a point where they then decreased, while self-discrepancy decreased to a point and then increased. Results supported the theory that self-attitudes and attitudes toward others are related.


Two samples of 96 male hospital patients made self-ratings on 40 bi-polar adjective scales which were intercorrelated and factor analyzed. Each set of data was separately factor analyzed and rotated by 3 objective procedures. Kaiser's normal varimax method of rotation provided the most satisfactory factor structure for interpretation. Six dimensions of self-concept were identified: self-confidence, social worth, corpulence, potency, independence, and tension-discomfort.

A factor analysis was completed on the responses of 120 young adult male psychiatric patients to a self-rating device, composed of 70 bi-polar adjectives descriptive of personality, in an attempt to categorize self-ratings in such a way as to permit a sensitive evaluation of change in patients during therapy. Five interpretable factors were found: self-esteem, anxiety-tension, independence, estrangement, and body image.


This study investigated the impact which specialized reading instruction or personal interaction had upon the reading efficiency ratios and self-concept scores of 4th, 5th, and 6th grade boys of average intelligence who were underachieving readers. The reading instruction method was a superior method when analysis was based on the *Informal Reading Inventory* and the *Spaulding Self-Concept Inventory*. Relationships based on analyses with other tests were not significant.


Each of 31 male subjects described himself, his ideal self, father, and ideal father on an adjective Q-sort to produce measures of identity and self-esteem scores. Subjects also responded to tests of anxiety and conformity. Results indicated that identification and self-esteem were highly related and that high self-esteem scores were associated with acquiescence to conformity statements. None of the correlations involving anxiety measures was statistically significant.


Subjects were 229 disadvantaged and 285 advantaged boys and girls in 4th through 8th grades. The sample included Negro and white students. Each subject was administered a measuring device to ascertain his self-perceptions. It was shown that the self-perceptions of the disadvantaged were not only positive in nature, but also higher than those of the advantaged students.

An experimental and a control group of college pre-service teachers were compared on responses to the Tennessee Self-Concept Scale to investigate changes in self-concept as a result of an innovative teacher education course given to the experimental group. There was no evidence of significant improvement in the levels of self-concept for either the experimental or the control group.


Faculty members and students of 6 high and 6 low socioeconomic schools provided data for the study. Student variables were not found to be related to school organizational climate in high socioeconomic schools. In low socioeconomic schools, student variables were higher when the climate was more open. Students in high socioeconomic schools generally had higher personal and social self-concepts and higher aspirations than students in low socioeconomic schools.


Boys and girls in grades 2 through 5 were screened and rated high, average, or low self-image as a reader, as a physical education student, as a music student, and as a smart or independent child. Using these ratings as variables, pupils were assigned to motivational states, subjected to self-concept manipulation, and then assessed for reading achievement. The primary finding was that boys with high self-concepts as readers had better reading achievement than boys with low self-concepts as readers.


The subjects of this study were 192 white, male, adolescent, vocational high school students. Each was tested for the variables of masculinity, self-concept, adjustment, body-cathexis, and achievement. Masculinity was positively related to self-concept, adjustment, and body satisfaction at all grade levels, to ideal self at the 10th and 12th grade levels, and to self-acceptance and vocational achievement at the 12th grade level.

Measures of self-other concepts and social acceptance were obtained from 824 young adolescent boys and girls in twenty-seven 7th, 8th, and 9th grade classrooms in 3 large schools representing traditional, block of time, and self-contained curriculum patterns. Findings showed that self-other concepts were not related either to social acceptance by peers or to curriculum patterns.


A battery of tests was administered to 381 sixth grade white boys to ascertain relationships between reading achievement and other correlates including self-concept. Reading achievement was significantly related to self-concept, chronological and mental age, socioeconomic index, and father's education, but not to school entrance age or sociometric status. Self-concept was related to mental age, socioeconomic index, and educational level of father, but not to chronological age, school entrance age, or sociometric status.


Self-concept of ability scores and educational data were gathered from 196 boys and girls who were subjects of a previous longitudinal study. It was concluded that in general, the higher the self-concept of ability in high school, the more likely the subject is to have a higher grade point average in college, enroll as a full-time student, and enroll in the Arts and Sciences Division rather than the Business Division.


Relationships between self-concept measures and a series of variables construed to be fundamental to school adjustment were determined for 80 sixth graders. Significantly positive correlations were obtained between self-concept measures and conception of school, social status at school, emotional adjustment, mental ability, reading achievement, and mathematical achievement.
This study investigated the effects of two educational treatments on general self-concept and academic achievement, using a sample of 62 educable mentally retarded adolescents in a summer camp environment. Both experimental groups experienced an increase in general self-concept which was lost after one semester. Neither improved in academic achievement.

Male undergraduates were used to study conditioning and generalization of changes in individual's self-ratings. Subjects reinforced for increasing their ratings of positive phrases showed more learning effects than randomly reinforced subjects. Learned changes in self-ratings generalized only partially to measures of self-esteem.

The entire student bodies of 2 high schools were tested for self-esteem personal values, and interpersonal values. Self-esteem correlated significantly with achievement for seniors. Grade 11 self-esteem scores were higher than grade 10 scores which were higher than any others. Students whose fathers were in professional, sales, or farming occupations scored higher in self-concept than students whose fathers were in skilled or unskilled labor occupations.

Seventy-five college women were asked to respond to the Inventory of Feminine Values describing their concepts of themselves, of their ideal woman, and of men's ideal woman. The majority saw themselves as being somewhere between passive and active in their role. They viewed their ideal woman as being more active and assertive. They felt that men wanted a woman who was more passive and who placed wifely and familial duties above her own personal and professional development.

Sixty-one 5th grade pupils and fifty-four 6th grade pupils were pre- and posttested to ascertain the effect of an experimental child centered approach on measures of self-concept. It was shown that the program had a positive influence upon the child's concept of himself in relation to interpersonal adequacy, academic adequacy, and total self-concept for 6th graders and for 5th graders' academic adequacy.


A questionnaire was sent to 368 students to 8 years after they had applied for medical school. Of the total, 343 responded. Data showed that the largest single occupation group was the medical doctor, that 213 of the students were eventually admitted to medical school, and that 80% were found in related occupations. These findings were interpreted as evidence that the self-concept of the pre-medical student has crystallized before he applies to medical school.


Interrelationships among global self-concept, role self-concept, and achievement were investigated using all the sixth graders in 2 schools. Achievement was related to student self-concept and specific role self-concepts, but not to global self-concept. The relationship between global self-concept and student self-concept was higher in general than that between global and the more removed specific self-concepts.


Two separate experiments were conducted to investigate the effects of self-esteem and susceptibility to attitude change within cognitive dissonance theory and judgmental process theory. The failure of either theory to handle the data led to several post hoc hypotheses, including: people with high self-esteem will be more persuasible under permissive than under coercive conditions; people with low self-esteem will be equally persuasible under permissive and coercive conditions; and people with high and low self-esteem will be equally persuasible under permissive conditions.

To explore the construct validity of scores that were assumed to be measuring the hypothesized dimension of the structural differentiation of descriptive trait systems, measurements obtained from 106 male college students were factor analyzed using a varimax rotation. The results suggested that Super's approach to self-concept was promising but in need of modification so as to embrace the broad concept of the structural differentiation of the descriptive trait system.


Sixty-four junior high school boys were placed in one of two experimental treatment groups (group counseling or group plus individual counseling) or in a control group. Students receiving group and individual counseling had higher self-concepts and received higher teacher ratings of behavior than either of the other two groups.


Twenty groups of 6 subjects were used in an experiment to examine the similarity of performance as influenced by interaction, self-esteem and birth order. The hypotheses were confirmed: that interaction between 2 persons would result in perceived similarity of their attributes; that performance would increase with the degree of interaction; and that low self-esteem subjects would be more consistent in their performance.


Ninety-two psychology students completed the Defensiveness subscale of the F Scale and a self-esteem Q-sort. Later, they completed an experimental booklet designed to solicit identification responses. As predicted, subjects who identified with a model on one trait tended to identify on a second perceived trait. Low self-esteem and low defensive subjects were the most susceptible.

To investigate the influence of a system called 'pairing' (in which a white school and a Negro school are combined) on the self-concepts of culturally deprived children, a questionnaire was administered to 100 students in two New York City schools. Children in paired schools had more positive self-concepts than did children in non-paired schools.


To test the hypothesis that better psychotherapists are more accepting of self and others than are poorer psychologists, 79 subjects, who were current or former students in a practicum in psychological counseling, were rated by their supervisors and measured for acceptance of self and others. No relationship was found between psychotherapeutic ability as rated by supervisors, and expressed acceptance of self or others.


This study utilized the responses of 153 student nurses to test relationships between inaccuracy in judgment of others and (1) awareness of discrepancy between self-evaluations and reality and (2) reprehensibility of traits used for judgment. Two primary conclusions were (1) that projection is a function of incongruence between self-evaluation and reality and some awareness of this congruence, and (2) that defensiveness in evaluation of others occurs primarily when behavior is relevant to the individual's self-concept.


The purpose of the study was to measure and analyze the self-concepts and manifest anxiety of 335 school teachers, and the relationships of certain variables to them. Self and other acceptance was significantly correlated with lower manifest anxiety and acceptance of Negroes. Higher self-concept scores were found among teachers who were 20 to 35 years old, were male, had 4 to 6 years of professional training, taught in secondary schools, and had 1-15 years of experience.
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Through the factor analytic approach, the Butler and Haigh Q-sort, the Bills Index of Adjustment and Values, and the Worchel Self Activity Inventory were evaluated for common factors and for the relationship of social desirability to measured components of the self-concept. Results showed that the perceived self was the only variable measured in common by all 3 tests and that social desirability was not present to any great degree in any of the 3 tests.


Using a Q-sort, 82 male high school seniors were asked to describe themselves, 2 other designated stimulus objects, their fathers, and their male teachers. Self-acceptance was significantly correlated with acceptance of father and with acceptance of teacher, and perceived similarity was a significant variable influencing this generalization of self-acceptance.


Measures of generalized anxiety, specific test anxiety, self-acceptance, and acceptance of others were obtained from 92 students. Self-acceptance scores were correlated with scores from each of the anxiety scales. Similarly, acceptance of other scores was also correlated with anxiety scores. It was concluded that anxiety was inversely related to self-acceptance of self and of others.


Thirty subjects described themselves on the Adjective Rating Scale (ARS). Each person was rated by 2 others and 5 days later was presented with a fake ARS said to be a composite of the ratings by others of him. Two days later, subjects again filled out the ARS, this time as they remembered the composite ratings to be. It was concluded that degree of accuracy of recall of self-related items was a function of the degree to which the items were inconsistent with the self-concept.
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Thirty-five normal children, 35 learning disordered children, and 11 emotionally disturbed children were tested for attitudes of acceptance by and of others and acceptance of self. Emotionally disturbed children had lower feelings of self-acceptance than the other two groups. Also, for emotionally disturbed children, significant relationships were found between acceptance by parents and self-acceptance, and acceptance of parents and self-acceptance.


Two groups of kindergarten children—those who had been enrolled in a university school program for 4-year-olds the year before and those who had not—were subjects for this study. Evaluations of children's self-concept, social development, and intellectual development made at the kindergarten level correlated with evaluations made a year later at the primary level. Correlations were also found between reading achievement, self-concept, and social development.


Pre- and posttests were administered to a group of 106 future teachers who heard a passage which was highly adverse to the school of education and the students. A control group heard no such passage. No support was found for the hypothesis that students unfavorable to the school of education and having positive self-concepts would increase in subject matter identification when exposed to dissonance increasing information while those having negative self-concepts would decrease.


Hospital patients and staff members provided ratings of 'me' and various social positions to determine which category of positions each one's self-conception was most similar to. The self-concepts of each group were congruent with one of three specific role demands as follows: staff members with usual adult positions; neurotic patients with positions unique for the hospital; and psychotic patients with being a mental patient.

Sixty 8th grade students received at least one hour per week of group counseling for one semester, while a control group received no counseling. Self- and ideal self-concepts were measured before and after the counseling with a Q-sort. High social class students moved toward congruence between self and ideal self while low social class students moved toward incongruence.


The responses of public school pupils undergoing the first year of desegregation were compared with the responses of boys and girls who were enrolled in segregated or already desegregated schools. The instrument used to measure self-concept was the Self-Social Symbols Task. Negro and white children reacted differently to desegregation. Negroes tended to decrease in self-esteem following an initial rise while whites tended to increase in self-concept following an initial decrement.


Subjects were shown relatively ambiguous and relatively structured stimuli associated with information that simultaneously confirmed and disconfirmed their self-images. Subjects reported seeing self-image-confirming objects more often and more rapidly than self-image-disconfirming objects. In almost every case it took longer to report disconfirming objects than confirming objects. Similar results were obtained for a group of subjects whose self-images had been experimentally manipulated.


Relationships between achievement-aspiration, role-orientation, and self-image were investigated by utilizing data on approximately 2100 dental students in 15 selected dental schools. Among the many relationships found and reported, the only variable significantly related to self-image was that of achievement-aspiration.

Thirty graduate students attending the National Defense Education Act Counseling and Guidance Institute at the University of Southern California were pre- and posttested for self-disclosure, self-concept, and ideal self-concept, and rated for counseling effectiveness. While counseling effectiveness was not related to self-disclosure, it was related to changes in self-concept during the year.


Presentation of material to students by an expert, presentation by a counselor, and involvement of parents in a series of meetings constituted 3 attempts to increase self-concept of ability and achievement among low achieving 9th graders. Of the 3, only the use of parental involvement resulted in an increase in self-concept of ability or achievement.


Relationships between self-complexity and cognitive complexity, and between judgment of similarity of a stranger and subsequent acceptance were studied. The relationship between cognitive and self-complexity was partially supported. Subjects with low self-concept scores utilized less information about the stranger and judgments of similarity were exaggerated. Acceptance was not found to be associated with judged similarity. Judgment of dissimilarity did not lead to the assignment of negative traits to the stranger.


An experimental group of adolescents was presented with a fictitious negative evaluation on certain items of their own pretest self-ratings. Retesting showed the experimental group had changed more toward lower self-esteem on both altered and unaltered dimensions than the control group. Those with high self-esteem changed more on altered dimensions and those with low self-esteem changed more on unaltered dimensions. The findings supported a conception of autonomy as a particular pattern of response to influence rather than the capacity to resist influence alone.

Data on the self-concepts and adjustment of 102 deaf students, 13 to 21 years of age, were obtained using tests, interviews, ratings, and case studies. The assumption that students who exhibit high adjustment would be those who have more opportunities for social interaction than those who exhibit low adjustment was generally supported.


Changes in self-references during counseling were sought for 34 clients. Self-references were obtained from the discussions of 13 problem areas by the client in a self-interview procedure. Results indicated that counseling was accompanied by increases in positive self-references and decreases in negative self-references. Increases in positive self-references were more highly correlated with counselors' estimates than were negative self-references.


To investigate the relationship between both overt and fantasy hostility of adolescents and two basic dimensions of parent behavior (warmth and control), 162 tenth graders were tested on the variables of self-esteem, perception of parental control, overt hostility and fantasy hostility. Results indicated that those with high self-esteem had significantly less overt hostility than those with low self-esteem. No relationships were found between self-esteem and perception of parental control.


Measures of self-role perception accuracy and developmental level were obtained from 76 male VA patients in a control tuberculosis ward, an open psychiatric ward, and a closed psychiatric ward. The results, as a whole, indicated no relationship between the Rorschach measures of developmental level, accuracy of self-role perception, and degree of mental illness as defined by ward placement.

This study investigated the desirability response set on the Tennessee Department of Mental Health Self-Concept Scale. The results indicated that in general, there is an inverse relationship between the self-description—desirability description discrepancy score and the rated desirability of a subject's self-description.


Forty-two boys and girls were tested and rated by their teachers in grades 1-2 and later in grades 5-6. Findings indicated that self-concept did change between the ages of 6 to 7 and 10 to 11. In support of social learning theory, it was inferred that changes in self-concept may have been due, in part, to cues which the primary grade child received from his referents—school peers and teachers.


Hospitalized mental patients, psychoneurotic outpatients, and institutionalized juvenile delinquents were pre- and posttested to assess the outcome of group therapy. Self-ideal congruence was negatively related to anxiety and inadequate adjustment. Effective therapy resulted in an increase in self-ideal congruence. Congruence changes were a function of changes in self-concept rather than ideal self-concept except for mental patients.


Changes in self-variables were measured by Q-sort before and after 2 group therapy experiments. The use of Vicarious Therapy Pretraining resulted in increased self-concept while alternate sessions did not. Mean self-concept change scores were positive for mental patients and negative for juvenile delinquents.

Fifty-four definitely decided, 79 tentatively decided, and 30 undecided entering male college freshmen who had been admitted by certificate were subjects in this study. While not statistically significant, the direction of the data indicated that the tentatively decided students were superior to the undecided students and the undecided students were superior to the definitely decided students in clarity of self-concept.


A principal components factor analysis was conducted on the items of the Tennessee Self-Concept Scale for 260 male and female students. Twenty interpretable factors emerged, some of which seemed to be particularly characteristic of the college sample employed rather than the general population. The results did lend support to the validity of the test.


From the responses of 116 Caucasian 5th graders to a battery of paper and pencil tasks, relationships were sought between self-esteem and conscience development. The major finding was a very high relationship between self-esteem and sociometric standing. Self-esteem was also related to social status and for girls, to achievement. Self-esteem and internalization of conscience were not clearly and directly related to each other.


Data for this study were obtained through pre- and post-testing of the variables with ten sessions of counseling taking place with an experimental group of foster children between the testing sessions. The general trend was one of progression from pretest to posttest with the greatest gains in self-concept scores occurring between the 6th and the 8th counseling sessions.

Changes in self-ideal self discrepancy over the course of successful client centered therapy were investigated using Kelley's personal construct method. There was a significant decrease in self-ideal self discrepancy for the therapy group but discrepancy change for individuals did not correlate with the therapists' judgments. Self-concept changed more than ideal self. Discrepancy change was not directly related to sex.


Each of 240 subjects in 26 graduate seminars ranked all members of his group in terms of scholarly ability and each instructor (a significant other) ranked all members on the same criterion. Each subject then estimated how he would be ranked. The findings showed that self-conception was related to responses of others in interactive situations and functioned to influence the individual's behavior, thereby supporting the symbolic interaction theory of self-conception.


Eighty undergraduate men were tested for hostile feelings and attitudes. Each was subjected to a delay measurement of residual hostility following experimentally induced frustration, and then tested for defensiveness and self-ideal discrepancy. Although self-accepting subjects did show fewer displaced hostile attitudes, they devalued the frustration agent just as much as self-ideal discrepant subjects. Self-ideal discrepancy and defensiveness were negatively correlated.


College students were tested for self-ideal discrepancy and defensiveness, and then assigned to either a no-delay group, in which hostility measures were administered immediately after a frustrating intelligence test, or a delay group, which had a 20 minute delay. A number of relationships were found. The highest feelings of anger were expressed by those with low self-ideal discrepancy. The high self-ideal discrepancy group displayed more hostility than the low discrepancy group.

Forty-five white, male psychiatric patients and 45 white nonpsychiatric patients were tested and compared. Results did not support the prediction that those with moderate discrepancies between self- and ideal self would make better decisions, have more confidence in their decisions, and would spend an optimum amount of time making their decisions in comparison with those who had either extreme congruence or discrepancy between these 2 variables.


Thirty speech students, who were rated as superior, read poems and then received approval or disapproval. Before and after, each subject rated himself on a 24 item test. Self-ratings changed according to approval or disapproval, thereby supporting, in general, the view that self-conceptions are learned and that the evaluative reactions of others play a significant part in the learning process.

687. Villas-Boas, Maria Constanca Calmon. "A Study of the Motivational Role of Self-Concept and Locus of Control in Creative Children." Dissertation Abstracts. 1968, 29B, 400B.

Measures of locus of control (assuming credit for success and taking blame for failures), self-concept, and creativity were obtained from 325 sixth graders. Only the variables of assuming credit, taking blame, and self-concept via social competence had a meaningful relationship with creativity. Creative children, regardless of their achievement level, had less self-concept via social competence than non-creative children.


Using correlational and factor analytic procedures, this study examined the relationships among seven variables selected from 4 tests, the California Psychological Inventory, the Security-Insecurity Inventory, the Sixteen Personality Factor Questionnaire and the Tennessee Self-Concept Scale. This study represented an attempt to counter criticism against personality research by establishing an empirical basis for commonly used constructs.

The Self-Rating Booklet, the California Psychological Inventory, the Eysenck Personality Inventory and the Peer-Rating Booklet were administered to 66 college freshmen women. Introverts and extraverts did not differ in self-awareness but extraverts were more self-acceptant. In support of Rogers' theory, normals were found to be more self-acceptant and self-aware than neurotics.


The relationship between hypnotic susceptibility, as measured by the Stanford Hypnotic Susceptibility Scale, Form C, and ratings of self-awareness and self-acceptance was investigated with 32 freshmen women. Contrary to predictions, a significant negative relationship between overall self-awareness and hypnotizability was found. Self-acceptance and hypnotizability showed no significant relationship.


From a class of 36 fifth grade boys and girls, 6 who represented low, medium, and high intelligence quotients were photographed, interviewed and observed during the 9-month school year. It was concluded that while photography was a useful means of gathering certain kinds of data concerning children's perceptions of themselves and others, its usefulness in measuring changes in these perceptions was not conclusively demonstrated.


The responses of a group of elementary student teachers to the Bills Index of Adjustment and Values were grouped by supervising teachers' ratings, level of student teaching, previous teaching experience, marital status, age, and sex to provide data for this study. The conclusion drawn was that some sub-variables of the student teacher's self- and self-other concepts were related to perceived student teaching success, age and teaching experience.

Thirty male stutterers and 30 male non-stutterers were compared on responses to a self Q-sort. Stutterers were found to have a lower actual self-concept/ideal self-concept relationship, a lower actual self-concept/"how I think others see me" self-concept relationship, and lower scores on self-acceptance and independence than non-stutterers.


Thirty-nine college women, individually scheduled for an interview, met instead a handsome man who showed interest and asked for a date. The interviewer returned, gave tests, and later supplied each woman with a fake personality report to lower or raise self-esteem. Finally, each woman was asked to express her feelings toward the person she was most attracted to at the present time. As predicted, women whose self-esteem had been lowered liked the male confederate better than did the women whose self-esteem had been raised.


Three classes of 3rd graders were involved in small group reading instruction and 3 experienced team teaching for 45 minutes of each school day. A control group received no special grouping. In general, it appeared that students in the conventional classroom tended to reflect higher self-concepts than students placed in special reading groups.


School data were obtained for 361 persons from grades 8 through 12 and 2 years post-high school. Each was administered measures of the self-concept of vocational ability. A relationship was found between the self-evaluation variables and the perceptions of others of the evaluations and expectations of occupational level ability for both males and females.

An extensive self-image battery was administered to 20 female subjects, most of them college students, who were then exposed to one of two isolation conditions; perceptual isolation (sensory deprivation plus social isolation) and social isolation without sensory deprivation. A syndrome analysis of the isolation reactions revealed different patterns of response to the two conditions, none of which clearly defined a maladaptive or adaptive reaction.


Data for this study were collected from responses to various testing devices by 525 male college freshmen. The hypothesis, that self-role discrepancies would be higher among subjects who made major changes in their field of study than among those who made either minor or no changes, was not supported. However, differences were found between those who made major changes twice and those who changed just once.


In this study, a testing instrument designed to measure self-concept was administered to a sample of high school students. The findings suggested that high activity levels in males are more likely to interfere with emergence of relatively more mature self-levels than in females, and that parents who are too strict, insufficiently protective, or overcritical may interfere with attainment of a mature self-concept of their children.


Groups of neurasthenic (fatigue, inferiority and inadequacy feelings), psychasthenic (obsessions, doubts, and fears), delinquent, and normal adolescents were tested and compared on levels of self-concept. The results were interpreted as indicating that these groups can be described on the basis of patterns of self-concepts presumably reflecting underlying differences in the dynamics of adjustment.

Groups of high school and college students were administered a test to assess patterns of self-conception. College students scored higher than high school college preparatory students on all 3 mature levels of self-conceptualization although only the variable of the Outer-controlling self was at a significant level. College preparatory students tended to have more mature self-concepts than non-college preparatory students.


One hundred and sixty high school boys were divided into 2 groups on the basis of physique and were then further divided into Intrafamily Tension and Nontension groups. All subjects were given a test of self-concept patterns. Intrafamily Tension had an effect on the Inner Controlled Self, the Somatic-Primitive Self, the Integrative-Actualizing Self, and the Detached-Independent Self. Physique had an effect on the Outer-Controlling Self and the Submission Dependent Self.


Data for this study were obtained from the responses of 922 Negro 6th graders to the Index of Status Characteristics and the Bills Index of Adjustment and Values. A relationship was found to exist between self-concept and socioeconomic status. The percentage of Negroes holding positive real self-concepts and high ideal self-concepts was significantly larger for the middle socioeconomic class than for the lower class.


Measures of mental ability and self-concept were obtained from a group of kindergarten children. At the conclusion of 2nd grade, they were given measures of self-concept and reading ability. In general, the measures of self-concept and ego strength taken at the kindergarten were predictive of reading achievement 2½ years later. The association between these measures and intelligence test scores, however, was very low.

The Sullivanian hypothesis of a negative relationship between self-esteem and hostility was tested by intercorrelating two measures of self-esteem with two measures of hostility, using 100 male neuropsychiatric patients as subjects. The hypothesis was only partially confirmed. The Sullivanian hypothesis applied to real hostility in interpersonal behavior (hostile actions and emotions) and to perceived hostile actions in the test situation.


Sixth grade boys and girls served as subjects in an investigation of the effects of mobility on academic achievement, general academic self-concept, and self-concept in specific academic subjects. It was concluded that mobility does influence achievement in some areas but mainly with boys. Academic self-concept was found to be highly related to standardized test scores. There were no differences between mobile and stationary groups on the general academic self-concept scale.


Increases or decreases in self-concept and anxiety scores were sought for 181 high school seniors as a consequence of positive or negative personality evaluation. Although the treatment resulted in no change in anxiety or ideal self-concept scores, there was an almost significant increase in self-concept scores and a highly significant decrease in self-ideal discrepancies. Negative evaluations were highly rejected while positive evaluations were highly accepted.


In this study 311 Negro adolescents were tested to assess the relationships between their perceptions of their mothers' earlier academically supportive behavior and factors of achievement in school. Reports of mothers' earlier academic supportive behavior were found to be related to self-concept scores as adolescents, vocational (boys only) and educational aspirations, perceptions of future potential (boys only), and grade point average.

Data for this study were collected from 312 Negro adolescents using a questionnaire. Among the many relationships indicated, it was shown that those subjects with white friends did have more favorable self-concepts and expressed higher levels of aspirations for themselves although no causal relationships were inferred.


This study replicated an experiment by Secord and Jourard in which attitudes toward one's body were related to other aspects of the self. The responses of 108 men and 104 women to various test instruments were used in the analysis. In general, it was again found that feelings about the body were related both to feelings about the self and to feelings of psychological insecurity, especially for men.


Measures of religious orthodoxy, self-concept, childhood and adult ritualism, particularism, and authoritarianism were obtained from 565 male and female college students. The results showed very low correlations between self-concept and religious orthodoxy and reported a conclusion of no relationship.


A battery of tests relating to feelings about oneself was given to 685 Negro and white 8th grade students representing 4 residence areas: country, village, town, and city. While more positive self-concepts were found among rural adolescents, there were no differential effects with increasing size of town. In general, Negro students had more positive self-evaluations in comparison to their white peers.

A modified form of Blocher's Descriptive Check List was used to obtain measures of self-concept, ideal self-concept, and stereotype of probable and ideal vocational choices from 130 college males. The evidence pointed to the possibility that in the choice of a vocation, the individual may be attempting to actualize the ideal self-concept rather than to merely implement the self-concept.


An experimental group of student teachers participated in a 44 hour sensitivity training program, and were then given tests to determine relationships between the experience and the variables of self-concept and success in student teaching. Although the experimental subjects moved toward greater self-acceptance, no difference between the two groups was statistically significant. Success in sensitivity training did not appear to be related to success in student teaching.


Two children with adequately functioning personalities, two who were average in personal-social adjustment, and two with inadequately functioning personalities were observed and tested to provide data for this study. In general, it was found that academic achievement was in harmony with concept of self. Academic achievement, however, was hindered by the lack of social adjustment even when self-concept seemed to be extremely high.


Eighty-one freshmen girls completed a Q-sort, the Strong Vocational Interest Blank for Women, and a personal data sheet. Parents of 34 of the girls responded to a Q-sort and completed a data sheet. The congruence between self- and ideal perceptions and the perceptions parents held of their daughter was found to be related to vocational interests. Discrepancies among the girl's and her parents' perceptions seemed to be related to the girl's tendency toward masculine interests and career motivation.

This study examined Allport's Emerging Self in relation to several variables through the responses of 125 white high school students to the McKinney Sentence Completion Blank. Developmental changes were observed from grade level to grade level in the following categories: Sense of Continuing Self-Identity, Sense of Self-Esteem or Pride, Sense of Self Extension, and Sense of Self as a Proper Striver.


One hundred and four members of Alcoholics Anonymous, with different intervals of sobriety, were administered the Body-Cathexis Scale and a measure of self-cathexis. It was shown that concern for the body gradually increased from the initial stages of sobriety until about a year later and then began to decrease. Cathexis toward the self, on the other hand, decreased until the first year and then became relatively stable.


Data for this study were collected through the test responses of 492 pupils in grades 3 through 6 and 54 of their teachers. The most pertinent finding regarding self-concept was that teacher attitudes toward pupil self-concept were related to pupil behavior, teacher fulfillment and student achievement.


Data were collected for this study through semi-structured personal interviews with 38 third and 38 sixth graders. Most children were inclined toward positive views of themselves in relation to grades and report cards and did not perceive pressures from either as being detrimental to the self. Third graders showed greater intensity and less restraint in their expressions than did 6th graders.

This study was conducted in 3 phases, each with 5th grade students as subjects. The Organizational Climate in the Classroom Test, the Self-Concept as a Learner Scale, and the California Mental Maturity Test were utilized as assessment instruments. Results supported the hypothesis that self-concept as a learner varies in relation to organizational climate in the classroom and in relation to intellectual capacity.


A battery of tests were administered to 1157 eighth grade pupils from 16 schools to obtain data for this study. No significant differences in self-concept were found when the total population was examined. Pupils with IQ scores below 90 had more positive self-concepts when homogeneously grouped. Ability grouping without curricular differentiation had a significant and positive effect upon the attitudes of low normal and low ability pupils toward self, school, and peers.


The sample, taken from 7th grade classes in 8 schools, consisted of 41 nonparticipants, 40 participants (football and basketball both), and 19 participants (football only). Data were obtained from compositions written on the topic, "How I Would Most Like to Be." Total self-ideal difference scores showed no significant within-group or between-group changes, indicating no basic changes in adjustment.


Thirty-nine male and 44 female college students together with their parents were given Worchel's Self-Activity Inventory. Significant curvilinear relationships were found between the self and ideal self discrepancy scores of children, and (1) parental self-ideal discrepancy scores, (2) the discrepancies between the self-concepts of their parents, and (3) the discrepancies between the ideal self-concepts of their parents.

Subjects were 81 Negro preschoolers. Data were gathered through the use of a teacher rating scale, a nonverbal self-concept test, and an IQ test. No differences in self-concept were found between boys and girls from father absent homes in urban segregated schools, and between boys from suburban integrated schools and boys from urban segregated schools. A significant difference in self-concept was found between girls in suburban integrated schools and girls in suburban segregated schools.


A questionnaire was given to 74 college students to measure acceptance of self, acceptance of others, expected acceptance by others, and predicted acceptance by others. In general, while it was demonstrated that the subjects could predict their acceptance by others, no evidence was found that acceptance by others was related to acceptance of self, acceptance of others, or the interrelationship of these two variables.


To assess the magnitude of self-esteem among Negro adolescents in segregated southern communities, the Tennessee Self-Concept Scale was given to 176 white and 134 Negro students. The results showed Negro adolescents to have generally negative attitudes about themselves and Negro males to be more defensive about their reported self-esteem than white males or Negro females.
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Sixty 6th grade students from a small urban school and 20 from a rural school were given the Tennessee Self-Concept Scale and a battery of other tests to investigate the relationship between self-concept and school adjustment. Positive correlations were found between self-concept and school concept, social esteem, emotional adjustment, mental ability, reading achievement, and mathematical achievement.


Subjects were 66 children whose self-reports were discrepant with peers' responses about them. Seventeen children with high self-concepts, but who were unchosen on the Guess Who Test, showed average ability and achievement, but were concerned for popularity and importance to others. Many of the youngest subjects were among the 30 who rated themselves higher than they were rated by their peers. They had lower mental abilities and were classified as misbehaving or nonaccepting by their peers. The 19 who rated themselves lower than they were rated by their peers were average in ability and had perceptions of others similar to perceptions by their peers.


Seventy-two mentally retarded girls were tested and placed in either a high or low self-acceptance group. Each subject performed a paired associate learning task and received either a positive, negative, or a negative-positive symbolic reinforcement. The high self-acceptance group did better on the learning task than the low acceptance group. Both groups did better under positive symbolic reinforcement.


The Butler-Haigh Q-sort was administered to 29 members of the 1961-62 University of North Dakota NDEA Guidance Institute whose responses were then compared with those of a control group of non-guidance members. Guidance members had greater initial acceptance of others and similarity to others scores and made greater gains in self-acceptance scores than did members of the control group.

Thirteen psychology students who were successful and those who were unsuccessful in attaining self-directed behavior-change goals in a one-semester course were selected for comparison. The conclusion drawn was that successful self-directed change is motivated by awareness of the cognitive dissonance created when an individual commits himself to a valued goal that he sees as different from his present behavior.


Each of 60 college females rated herself on the Bell Adjustment Inventory, Adult Form, and was likewise rated by a friend she had designated. The friends showed a greater degree of uncertainty of the adjustment status of the subjects than they did of themselves. The friends regarded the subjects as better adjusted than the subjects regarded themselves.


The purpose of this research was to test the effects of background (certainty of opinion) and personality (self-ideal discrepancy) factors on the reactions to contrary (dissonance) and confirming (consonance) opinions. Subjects in the low self-ideal discrepancy group expressed greater derogation of the partners under disagreement. Disagreement resulted in a decrease while agreement produced an increase in the certainty of one's opinion, especially in subjects in the high self-discrepancy group.


In order to investigate modes attributing responsibility to self and others for social events, 30 male schizophrenics and 30 male nursing aides from a VA hospital were administered 3 Q-sorts and several other testing instruments. It was found that persons attributed greater responsibility to others, for both positive and negative social events, when they had been criticized, had low self-acceptance, or were more rigid in their conceptions of themselves.

To answer the question, "Are authoritarians aware of their authoritarian tendencies?" 93 undergraduate students responded to the California F Scale of Authoritarianism and a self-rating device. It was concluded, from the test score correlations, that highly authoritarian persons do have some insight into the extremity of their position along the authoritarian continuum.


Each of 110 college students ranked 15 friends according to preferences as a study partner and again as a social choice. Each then responded to 45 questions in scholastic, social, and irrelevant areas to measure targets selected or avoided for communication about oneself. It was decided that behavior is directed at maintaining and enhancing the person's own esteem in the eyes of those esteemed since esteemed persons are seen as having the ability and the power to reward or punish.


Subjects were 750 male and female freshman college students. Measures were obtained of self-perceptions, self-acceptance, their parents' perceptions and acceptance of them, and parental attitudes toward academic pursuits. Self-acceptance and parental acceptance related to academic effectiveness in males but not in females. The discrepancy between parents' perceptions of their children related negatively to self-acceptance in females and to academic effectiveness in both males and females.


Three estimates of ability to do schoolwork were made by 823 junior high school children. IQ was used as a measure of this kind of ability. Results showed that white girls made more modest estimates of their ability than did white boys. Negro subjects made more modest estimates of their ability than did white subjects. Children of lower socioeconomic levels made more modest estimates of their ability than did children of higher socioeconomic levels.

Four self-regard measures referring to specific traits and to overall self-regard, and four defensiveness measures referring to corresponding dimensions were applied to a male and female sample. A strong self-favorability bias was found. Ideal self ratings correlated with self-ratings and, to a limited extent, with a rationalization measure. Defense measures failed to intercorrelate. High self-reward tended to be associated with less rationalizing and projecting than did low self-regard.


Thirty-three male and 63 female college students were given measures of self-esteem, attitudes toward disabled persons, and mental health to test the hypothesis that there are positive correlations among rejection of self (negative self-image), rejection of the physically handicapped, rejection of the mentally ill, and Aristotelian thought orientation. In general, the hypothesis was supported. However, contrary to prediction, higher self-esteem went with intolerance, and tolerance of the mentally ill went with rejection of the physically handicapped.


Gordon's How I See Myself self-report scale was administered to 8979 school children, one third of whom were Negro. All socioeconomic levels were represented. The factors which emerged supported the postulate that the self-report is not a unitary concept and that the conceptions one holds in regard to self vary with age and sex. However, the hypothesis that the self-report would vary according to race and socioeconomic status was rejected.


The sample consisted of 115 students in the clinical pastoral training programs of 2 hospitals. Written tests, grades and supervisors' evaluations were used to obtain data. Self-acceptance and acceptance of others scores correlated significantly. There was a partial correlation between expressed self-acceptance and acceptance of others as indicated by judged adequacy of interpersonal relationships. Grades did not correlate significantly with self-acceptance scores.

Subjects included 88 boys reared in institutions, in foster homes, or in intact homes. Self-descriptions, interviews and responses to the Who Am I? test provided the data. The differences in feelings of competence, maturity and physical development each perceived were viewed positively by those in their own homes and in foster homes, but were perceived as frustrating by those in institutions because they saw these differences as preventing them from developing their capacities.


The subjects, 268 prospective teachers, were measured for teacher-pupil attitudes, real self- and ideal self-concepts, and scholastic aptitude. Correlational analysis between real self and ideal self scores generally supported the hypothesis that in describing their real self and ideal self, those teaching candidates with effective teacher pupil attitudes score higher on such traits as Emotional Stability, Ascendance, Objectivity, Friendliness, and Personal Relations than those with ineffective teacher-pupil attitudes.


A large number of self-concept, counseling and adjustment, intellectual, personality, perceptual, social, and environmental tests covering 130 variables were given to a group of 170 adolescents. The study supported the usefulness of the self-rating technique, but recommended the use of some other technique along with it.


One hundred and sixty-two college girls experienced success or failure in group and individual situations. The degree that the subjects evaluated themselves in accordance with the success or failure of their group and the effect of private experiences away from the group on their self-evaluations and on their attractiveness to the group were studied. It was concluded that the factors contributing to the perception of the group as a unified whole make the members likely to evaluate themselves in accordance with their evaluation of their group.
Ninety-six high school students were presented with communications either supporting or attacking health truisms. Both message reception and influencibility were measured. The independent variables included: low, medium, or high measured and manipulated self-esteem, and 3 influencibility situations. Persons of high manipulated self-esteem became more influencible as message complexity increased. This increased influencibility was mediated by their increasing superiority of reception. No effects were found with measured self-esteem.

Measures of self-description, vocational interest, occupational interest, and concepts of the type of person found in the most and least preferred occupational interest areas were obtained from 428 male college students. It was concluded that vocational preference might best be seen as a joint function of both self-concept and vocational interest.

Two Q-sorts, given one week apart to 91 college students, were used to measure consistency in self-perception while judgment confidence was inferred from the certainty expressed in judging criminality from photographs of strangers. A suggested formulation of the findings holds that the person who is more consistent in self-perception can experience more confidence in his opinionated judgments than the person with less consistency by virtue of variation in self-regarding attitude.

The Self-Social Symbol Tasks were administered to 90 acute male neuropsychiatric patients and 87 normals. The hypothesis, that individuals who have developed personality disorders (in comparison with normals) have acquired self-social constructs which reflect greater power orientation, higher self-centrality, lower self-esteem, lower identification, and lower social interests, was supported except for power orientation.

Social affiliation, as a result of manipulation of the anticipated group waiting condition, was assessed for 99 male college students who were led to believe they were to experience painful shock. Fearful subjects affiliated more than nonfearful subjects, even when communication was restricted. Although not at a significant level, the data indicated that first-borns had lower self-esteem than did later-borns and that a negative relationship existed between self-esteem and affiliation.


Nine groups of high school students met twice a week in multiple counseling sessions. Trained observers recorded group processes, self-perceptions were measured with a Q-sort, and evaluations by peers were obtained using the *Syracuse Scales of Social Relations*. Pre- and post-assessment showed that warmth interaction increased, hostility decreased and self-concepts became more positive. The results also indicated a null relationship between change in affective interactional behavior in counseling and the changes noted in self-concept.


Measures of self-concept and body concept were obtained from 200 freshman college women. There was a significant linear relationship between self-description and body description, ideal self and ideal body, and self-description/ideal discrepancy and body description/ideal discrepancy. The relationship between self-acceptance and body acceptance was ambiguous.


Twenty-nine visually handicapped and 29 sighted 4th graders were given Lipsitt's self-concept scale. The test was given to the blind on tape and answered by braille or on large print answer sheets. Results showed little differences between the 2 groups although the handicapped did tend to respond with extreme answers.

One hundred and three 4th graders were measured for self-concept; attitudes toward reading, school and teacher; and school achievement. The correlation between self-concept and achievement was significant for boys but not for girls while the correlation between self-concept and attitudes toward school was significant for girls but not for boys. For both, the correlation between achievement and attitudes was not significant.


Sixty-one adolescent high school boys were used as subjects in this study which investigated the relationship between an individual's self-esteem, his social class and his tendency to yield to a distorted group norm. As predicted, individuals with experimentally induced high self-esteem yielded less than individuals with low self-esteem. Contrary to predictions, middle class subjects yielded less than subjects in the other two social classes.
BIBLIOGRAPHY


